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ABSTRACT

In an effort to improve community college home economics programs, the Chancellor's Office of the California Community Colleges established the Center for Consumer Home Economics Education (CCHEE) to provide support services for colleges receiving home economics MiniGrants, to establish linkages between colleges and the Chancellor's Office, and to offer assistance in bidding for MiniGrants and other funds. This report describes the goals and activities of the CCHEE project, and provides sample documents used in the project. Following introductory remarks and a project chronology, the report discusses the main objectives of the CCHEE project and provides a comparative list of anticipated and actual project outcomes. Next, the major activities undertaken during the project are discussed, focusing on pre-funding actions and post-funding actions related to project management, staffing and equipment of the Center office, processing and reporting MiniGrants, working with the InfoNet electronic network, and the development of program directories and a handbook. Finally, descriptions are provided of project dissemination and evaluation efforts. Appendixes making up half the document provide lists of project advisory committee personnel, MiniGrant application forms with instructions, a list of colleges funded from 1990 to 1994 and amounts funded in 1991-92, CCHEE facilitator guidelines for providing workshops and subject area discussion sessions, sample documentation from a workshop on InfoNet, a sample evaluation of a grant writing session, and a report on a workshop for project directors. (MAB)

ED 360 005

CENTER FOR CONSUMER HOME ECONOMICS EDUCATION

Project Number 91-0095 and 91-0095, A-1 and A-2
January 31, 1992 - June 30, 1993

A report of Center operation and activities conducted for California Community College Home Economics and Related Professionals

Funded by a VATEA grant awarded to
MT. SAN ANTONIO COLLEGE by the
CHANCELLOR'S OFFICE,
CALIFORNIA COMMUNITY COLLEGES

JC 930 353

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CENTER FOR CONSUMER HOME ECONOMICS EDUCATION

Project Number 91-0095 and 91-0095, A-1, A-2
January 31, 1992 - June 30. 1993

Sponsored by:
MT. SAN ANTONIO COLLEGE
in cooperation with the
CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES

MT. SAN ANTONIO
COMMUNITY COLLEGE DISTRICT

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The Center for Consumer Home Economics Education Project report is made pursuant to contract/agreement number 91-0095 and 91-0095 A-1 and A-2. This project was supported by the Carl D. Perkins Vocational and Applied Technology Education Act (Title II, Part A and Title III Part B) P.L. 98-524, funds administered by the Chancellor's Office, California Community Colleges.

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EXECUTIVE SUMMARY

The Center for Consumer Home Economics Education project (ID# 91-0095), A-1 and A-2, was designed to provide a variety of activities, services and products which would result in community college Home Economics program improvement.

A Center office was established and equipped on the Mt. San Antonio College campus. Priority project focus was to provide linkage between the COCCC and local colleges, support services and assistance particularly in relation to CHE MiniGrants, a competitive bid process for awarding VATEA, III,B funds. Five MiniGrants funded with 1990-91 funds and 36 with 1991-92 funds were coordinated from funding approval through final reports and claims. A computer database was designed and installed to provide comprehensive data and information to assist the COCCC with accountability and state and federal reports.

The Center provided support in developing the RFA project specifications, application processing and review and Review Panel selection, orientation and results for 29 1992-93 MiniGrants. 20 projects were funded and an additional six, through a Second Cycle RFA. These 26 projects were entered into the database, files maintained and project directors were trained. The Center generated comprehensive reports on MiniGrant trends, issues and progress, which were distributed to the COCCC, the HEPDC and C/HE State Advisory Committee and to wider audiences through COMPENDIUM.

Other project activities improved the quality of Home Economics useful, occupational and transfer programs. *The California Community College Home Economics Program Plan*, including a *Directory of Professional and Trade Organizations and Directory of Home Economics and Related Program Areas and Instructional Staff,* was revised in cooperation with the CHE InService Curriculum Development project. Center project emphasis was on interdisciplinary implications. 43 professionals participated in a Task Force retreat. Revision was extensive. 700 copies were produced and distributed statewide.

A *Partnerships: Teaming Up To Succeed Handbook* was developed and produced. It provided guidelines to help Home Economics instructional staff plan and establish partnerships with business and industry. A companion brochure to use with business contacts was developed. To facilitate local college identification, printing masters were provided. 1,000 copies of the handbook, 5,000 copies of the industry brochure and 150 printing masters were produced and distributed to 107 colleges/71 districts.

Two issues of COMPENDIUM were produced. The Center provided releases for two additional issues. 1,700 to 2,000 copies were produced and distributed statewide.

A 12 member HEPDC advised on all aspects of project design and implementation and evaluated activities, products and the overall project. C/HE State Advisory Committee, VATEA special and Tech Prep project directors and other key statewide Home Economics leaders were apprised of project progress and accomplishments.

To facilitate statewide linkages and communication, an 800 number was installed at the Center, support was provided for InfoNet operation and two InfoNet workshops were conducted.

Grant writing assistance was offered through a break-out session during the CA-HEA Biennial Convention and a four and a half hour workshop for colleges which did not have funded MiniGrants.

Greater cost effectiveness and efficiency were realized through close cooperation/collaboration with related projects. The COCCC; contractor, Mt. San Antonio College and subcontractor worked together closely, maintained continued communications and reassessed project priorities frequently. This was crucial to the conduct of the project which will serve as model for other disciplines and support services.

CHRONOLOGY

July 1991	Proposal for Center for Consumer Home Economics Education developed at the request of the COCCC.
July 16, 1991	Subcontractor met with Kimberly Perry, project monitor designee and Peggy Sprout Olivier who was to become the project monitor, both Specialists, COCCC, to discuss the project proposal. Proposed operational dates of 9/1/91 to 5/30/92 were changed to an ending date of 7/30/92 to provide time for processing CHE MiniGrant reports and claims and develop the statewide summary report.
July 18, 1991	An Addendum to the project proposal was sent to the COCCC with a revised Schedule of Activities.
October-December 1991 January 1992	Essential services were provided to support CHE MiniGrant projects approved for funding, assist colleges to revise projects to become fundable and workshops for "Second Chance" applicants at the request of the COCCC. These activities were supported by the Consumer and Home Economics Inservice Curriculum Development project also awarded to Mt. San Antonio College and operational during these months.
January 31, 1992	Center for Consumer Home Economics Education project funding approved and end of operation changed to October 31, 1992.
April, 1992	Center office at Mt. San Antonio College furnished equipped and operational.
May, 1992	Augmentation for Transition for Center for Consumer Home Economics Education application proposal developed and submitted to the COCCC at their request. This was necessitated because the RFP for the Center project was not advertised by the COCCC which meant there was no provision for continuous operation of the Center to service 1992-93 CHE MiniGrant applications and projects approved for funding or, because of late funding of 1991-92, provide services and complete reports related to those CHE MiniGrants.

October, 1992	The COCCC was alerted to the scheduled close-down of the Center October 31, 1992.
October 29, 1992	Notification of funding approval for the Amendment to the Center project (Augmentation for Transition) and a Budget Revision approval was received.
May 22, 1993	A no-cost increase extension to June 30, 1993 was submitted to the COCCC at the request of the project monitor. A letter from the project monitor recommending approval by the COCCC was received in May. The final agreement (Amendment Number 2) was received for signature July 26, 1993.

PREFACE

The establishment of a Center for Consumer Home Economics Education to provide linkage between the Chancellor's Office, California Community Colleges and local community colleges was a new concept. It was an outgrowth of priority recommendations from the Consumer/Home Economics State Advisory Committee to the Chancellor's Office.

Project specifications were developed by the COCCC Specialist, Kimberly Perry, who had responsibility for Home Economics and related program areas. Consumer Home Economics Education (CHE) MiniGrants were a significant part of the project. The awarding of Vocational and Applied Technology Education Act (VATEA) CHE Title III, Part B funds through a competitive bid process was a new approach. It was an outgrowth of the C/HE State Advisory Committee review of the Sierra College study *Consumer Homemaking Education in California's Community Colleges: A Description of Uses and Model Program Efforts*. The competitive bid process was implemented in 1991 for awarding of 1990-91 and 1991-92 funds to local colleges.

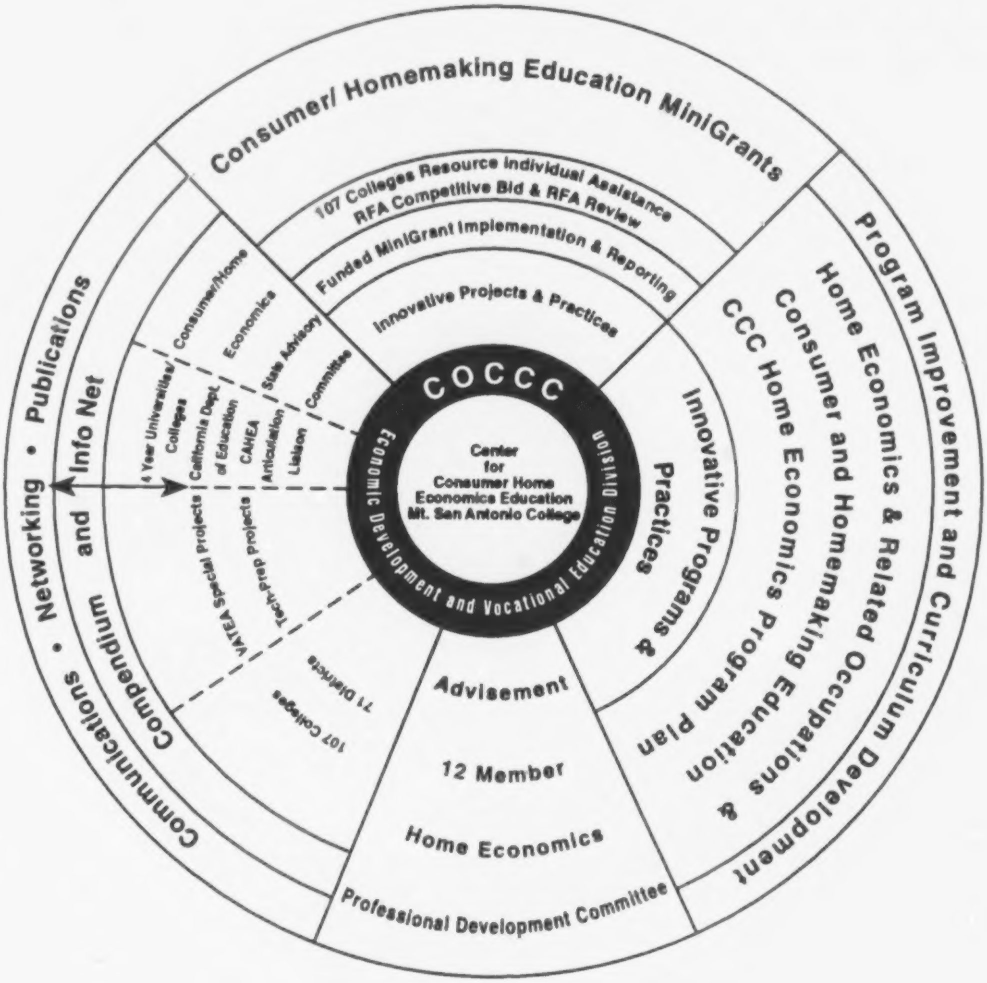
There was no past history or experience on which to base Center operation and time and resource requirements for servicing local college needs and COCCC requests for assistance. It was an evolving process developed cooperatively by the project monitor, project director and Center director. Every effort was made to remain responsive to local college requests for assistance with MiniGrant and related areas and to COCCC emerging needs for services in the face of limited staff and resources. The chart on the following page illustrates the multiple functions of the Center as they developed.

In the initial project, professional time for all activities was estimated at 44%. In Amendment Number One, this was increased to 50% which still was not adequate. In the budget revision, professional time was increased to 60% which still did not reflect total time spent. The project monitor and director and Center director were sensitive to this problem and continually reassessed priorities and explored operational refinements.

Future Center operation will require clear definition of essential services and activities which are attainable within allocated resources.

The team approach to management decisions exercised by the project monitor and director and Center director during this project will continue to be critical to Center effectiveness and value.

CENTER INTERRELATIONSHIPS AND LINKAGES


Consumer/ Homemaking Education MiniGrants
107 Colleges Resource Individual Assistance
RFA Competitive Bid & RFA Review
Funded MiniGrant Implementation & Reporting
Innovative Projects & Practices
Program Improvement and Curriculum Development
Home Economics & Related Occupations
Consumer and Homemaking Education &
CCC Home Economics Program Plan
Innovative Programs &
Practices
Advisement
12 Member
Home Economics
Professional Development Committee
Communications • Networking • Publications
Compendium and Info Net
Consumer/Home
Economics
State Advisory
Committee
4 Year Universities/
Colleges
California Dept
of Education
CAHEA
Articulation
Liaison
VATEA Special Projects
Tech-Prep Projects
71 Districts
107 Colleges
COCCC
Economic Development and Vocational Education Division
Center
for
Consumer Home
Economics Education
Mt. San Antonio College

OBJECTIVES

For clarity and to avoid duplication, objectives of the Center for Consumer Home Economics Education project (91-0095) and Amendment Number One (A-1) and discussion of outcomes, measurement, activities and related information have been clustered. The initial project had four objectives; A-1 had five objectives. Of these, nine objectives, one in the initial project and four in the Amendment relate specifically to Consumer Home Economics Education (CHE) MiniGrants. The initial project was funded from two sources, VATEA Title II, Part A and Title III, Part B and included objectives which supported Home Economics occupational programs. A-1 was funded entirely by Title III, Part B, and consequently did not include occupational program objectives. A-1 was designed specifically to maintain continuous operation of the Center to service CHE MiniGrants, provide support and assistance to colleges and respond to requests from the Chancellor's Office, California Community Colleges (COCCC).

Equip, staff and operate a Center for Home Economics to provide:

- Linkage between the Chancellor's Office, California Community Colleges and 40 to 50 local colleges awarded CHE MiniGrants for 1991-92.
- Technical assistance and serve as a resource to colleges in MiniGrant implementation, documentation and claims.

Provide operational staff augmentation for the COCCC vocational unit in processing, selecting and awarding MiniGrant applications within the specified time frame.

- Log and prescreen 60 to 70 MiniGrant applications to determine eligibility for review.
- Select, convene and train a MiniGrant Application review panel.
- Provide COCCC with Notice of Intent to Award MiniGrants and letters to mail to all applicants.
- Prepare contracts for processing/distribution by COCCC.

Improve the quality of MiniGrant projects and accessibility for target populations through providing technical assistance and consultation for local colleges in implementing MiniGrants and improving communications convenience/response including:

- One MiniGrant training/orientation workshop for 50 to 60 project coordinators.

- One InfoNet training workshop for 50 to 60 project coordinators and follow-up technical assistance.

- One workshop for MiniGrant applicants denied funding.

- One special issue of COMPENDIUM showcasing MiniGrant innovations, successes and obstacles mailed to 107 community colleges/71 districts. Particular emphasis will be on collaborative efforts with the Gender Equity Coordinator and retention and academic advancement for special populations.

Maintain records/reports for COCCC to insure compliance with the Carl Perkins VATEA, III,B funds and identify innovations and enrichment data which can lead to increased effectiveness.

Orient and train new Center for Consumer Home Economics Education staff and provide for a smooth and orderly transition.

Utilize a 12-member Home Economics Professional Development Committee to advise on project operation. Interface with and provide data to the California Department of Education, the Consumer/Home Economics State Advisory Committee and directors of Home Economics special projects.

Strengthen Consumer Home Economics and Occupational Home Economics curriculum and teaching strategies through convening a Task Force of a minimum of 25 professionals from home economics and support disciplines to review and revise the CCC Home Economics Program Plan to include interdisciplinary courses. Distribute 700 copies to 107 community colleges.

Develop, produce and distribute 700 copies of a directory of professional/trade associations related to Consumer Home Economics and Occupational Home Economics education for insertion into copies of the Home Economics Program Plan.

Design, produce and distribute 1,000 copies of a handbook providing strategies and techniques for developing partnerships between Home Economics education and business and industry.

OBJECTIVES OUTCOMES MEASUREMENT

Equip, staff and operate a Center for Home Economics to provide:

- **Linkage between the Chancellor's Office, California Community Colleges and 40 to 50 local colleges awarded CHE MiniGrants for 1991-92;**
- **Technical assistance and serve as a resource to colleges in MiniGrant implementation, documentation and claims.**

Anticipated Outcomes	Actual Outcomes
• A fully equipped Center office located on the Mt. San Antonio College campus.	• Mt. San Antonio College provided office space in the Home Economics building and furniture at no cost. The college arranged for purchasing and installing equipment including two telephone lines – one connection through the college switchboard and one 800 number – a modem for connection with InfoNet, a Macintosh computer and printer, software, a photocopier and cart and a calculator.
• Determine policy, procedures and function for Center operation, data collection, reporting and claims compliance and enrichment requirements.	• Policy, procedures and function for Center operation were determined by the project monitor and director and Center director. As experience accrued and additional needs surfaced, modifications were made to keep Center services responsive.
	• Procedures and forms for CHE MiniGrants were developed, approved by the COCCC and implemented. These are shown as Appendix C and include: Status Summary Report, Progress Report, Revised Budget Summary form instructions, Final Claim form Instructions, CHE MiniGrant Final Report and Statewide Summary report.

Anticipated Outcomes	Actual Outcomes
• A part-time hourly clerk trained to maintain computer and hard copy files on CHE MiniGrant projects, perform clerical duties for approximately ten hours per week.	• A part-time hourly clerk, Laura Forney, was hired and trained. Under general supervision from the Center Director Shirley McGillicuddy, Computer Systems Administrator John Johnson and Administrative Secretary Mary Forney, she inputted data into the computer files for each MiniGrant project, generated reports, maintained hard-copy files and performed general clerical duties.
• Computer files maintained on 40 to 50 CHE MiniGrants. Consolidated progress summaries provided to project monitor and director.	• Computer files were maintained for 5 MiniGrants funded with 1990-91 moneys and 36 MiniGrants funded with 1991-92 moneys.
• Quarterly Progress Reports received on schedule, inputted into computer file, exceptions noted.	• Quarterly Progress Reports received were confirmed with MiniGrant Project Directors, colleges not filing Progress Reports were notified they were overdue. Project modifications and Budget Revisions were processed, entered into database and approved or appropriate action was recommended to the COCCC.
• A CHE MiniGrant Writing Workshop conducted in conjunction with the October 1991 CCC CHE/ECE statewide conference in cooperation with the CHE Inservice/Curriculum Development project.	• The CHE Inservice/Curriculum Development Project was amended to support this activity and "second chance" workshops when the Center project had not been funded. This action was taken at the request of the COCCC to respond to the critical need for assistance to local colleges based on the low percent of projects which scored sufficient points for funding approval (59 project applications received, 16 scored 80.0 points or above). Sixty participants attended the post-conference no cost workshop. Four

Anticipated Outcomes	Actual Outcomes
	regional "second chance" workshops were cosponsored with Gender Equity/Single Parent COCCC staff during Fall 1991.
• Provide local colleges with assistance on request. Enter requests into database.	• Center response to requests for assistance were timely, tailored to individual needs and logged into the database. Requests were frequent, varied and not exclusive to CHE MiniGrants. The volume of requests for information, resources and assistance was not anticipated.
• Process final reports and claims for funds. Recommend appropriate action to the COCCC.	• Claims for funds, form VEA 4 and 5, were verified, follow-up contact was made to initiate correction where warranted. Final reports were reviewed, logged into the database and filed. Expenses were verified to make sure a minimum of 1/3 of funds were spent for residents of Economically Depressed Areas. Claims were forwarded to the COCCC either approved for payment or recommending pending or follow-up action, e.g. Revised Budget approval. Colleges not submitting Claims and reports by the deadline of 30 days following end of funding were notified. Colleges which did not provide documentation were notified payment of the final claim and retention of the 75% initial allocation were in jeopardy. Appendix G profiles 1990-91, 1991-92 CHE MiniGrants funds awarded, funds claimed and unclaimed, percentage claimed and percentage spent for EDA.

Anticipated Outcomes	Actual Outcomes
• Innovative strategies/practices identified; sites visited to collect enrichment data; innovations profiled in COMPENDIUM.	• Progress and Final Reports were reviewed to determine innovations/ exemplary projects for showcasing. Successes were highlighted in COMPENDIUM, will continue to be featured in the newsletter and will be described in the statewide report. Site visits were not conducted because of time constraints and they did not seem to be an essential requirement.
• A statewide report summarizing CHE MiniGrant quantitative and qualitative data and meeting state compliance requirements for reporting VATEA, III, B fund use.	• A draft statewide report has been submitted to the project monitor for approval. Reports of 1990-91 and 1991-92 funds use will be completed in accord with COCCC recommendations.
• Distribution of statewide summary report to 107 colleges including: designated Home Economics contact, CHE MiniGrant project directors, instructional and vocational deans.	• Subject to approval by the COCCC, a CHE MiniGrant statewide summary report will be distributed as prescribed and in addition, to the Home Economics Professional Development Committee and the C/HE State Advisory Committee.

Measurement: The project monitor and director and Center director and project staff continually assessed the effectiveness of the Center operation and policies and procedures. Modifications were made as processes evolved. The HEPDC and C/HE State Advisory Committee received progress reports and provided input and advisement. CHE MiniGrants provided quarterly progress reports and a final report of actual outcomes as compared with those anticipated. Results were impressive considering the shortened operational period for MiniGrants – five to seven months. One measure of success was whether greater impact was realized through CHE III, B funds, if larger amounts were awarded through the competitive bid approach and if fewer dollars were released. The table on the next page profiles 1990-91 and 1991-92 CHE MiniGrants use of funds.

Measurement: continued

	No. of Projects	Amt. Awarded	Amt. Claimed/%	Amt. Unclaimed	Range	Average
1990-91	5	$59,500	$59,446 (99.9%)	$54 (.1%)	$5,436* to $20,000	$11,900
1991-92	36	$579,451	$533,782 (95.6%)	$25,669 (4.4%)	$3,261* to $20,000	$15,383

* Does not reflect accurate picture, Skyline College's MiniGrant which was the least amount claimed, was funded through both 1990-91 and 1991-92 moneys.

Out of the 42 projects, only two spent the minimum requirement of one third of the funds for target populations from Economically Depressed Areas.

Feedback from MiniGrant project directors led to refinement in Center services and procedures. Overall reaction to the value of the Center as a resource for assistance and advisement was positive.

Comparison: Actual and Anticipated Outcomes compare favorably considering the delay in funding (September 1, 1991 anticipated, January 31, 1992 actual), and the fact this was an evolving process which took shape as experience was gained.

Provide operational staff augmentation for the COCCC vocational unit in processing, selecting and awarding MiniGrant applications within the specified time frame.

Anticipated Outcomes	Actual Outcomes
• 60 to 70 CHE MiniGrant applications reviewed for compliance with project specifications and appropriate use of CHE III, B funds prior to Review Panel assessment.	• 29 CHE MiniGrant applications were screened against a set of criteria to ensure compliance with project specifications, application requirements and intended use of CHE III, B funds. Exceptions/concerns were noted and discussed with the project monitor and noted for Review Panel consideration.
• Select, convene and train a MiniGrant Application Review Panel.	• Review Panel composition defined to include two CCC HE representatives, one program coordinator/department chair conversant with all five program areas and one from Lifespan (Child Development, Family Studies, Gerontology) and one business/industry representative. Names and contact information for candidates in each category were identified and provided to the COCCC (See Appendix E). Project staff provided assistance in contacting candidates and alternates for three and a back-up fourth panel.
	• Based on the number of CHE MiniGrant and VATEA Home Economics special projects three panels were formed. Assignments of projects to be reviewed were organized to ensure no panelist would review a project submitted by their college or a college within their own community college district.

Anticipated Outcomes	Actual Outcomes
• Orient and train panelists to the review process, project specifications, rating sheets and procedures for completion.	• Three panels of three members each were briefed on CHE MiniGrant applications and exceptions to be attentive to, review process and procedures and rating sheet completion. Policy was established to ensure consistency/fairness in rating, e.g. points to be deducted for project narrative exceeding six pages, failure to follow prescribed format and forms. Review Panel ratings were checked for accuracy of points awarded and clarity of comments.
• A tabulation of panel ratings summarized and identifying projects eligible for funding and those which were not. Panel Review rating forms prepared for review and distribution to applicants.	• A summary report of projects reviewed, total and average points awarded, those recommended for funding, projects recommended for funding at a reduced level (1), projects subject to negotiation/ resubmission and those which clearly did not meet compliance/ specification requirements. This summary (See Appendix F) was provided to the COCCC. Review panelist forms were checked to verify points awarded and clarity of comments to ensure their value for applicants.
• Provide COCCC with Notice of Intent to Award MiniGrants and letters to mail to all applicants.	• Summary prepared for COCCC defined fundable projects. COCCC policy determined letters and agreements would be prepared in-house.

Anticipated Outcomes	Actual Outcomes
• Agreements prepared for processing/ distribution by the COCCC.	• Projects recommended for funding were listed in COMPENDIUM and provided the HEPDC and C/HE State Advisory Committee. • Second cycle of RFAs were advertised in an effort to award unallocated III B funds. The Center sent a letter to MiniGrant applicants with unfunded projects and to community colleges which did not have CHE MiniGrants announcing the Second Cycle RFAs. Consultation assistance was provided to applicants on request. Four of nine colleges denied funding submitted applications; three were recommended for funding and one is pending. Applications were screened for compliance and appropriateness to III B funds and summarized for COCCC. A list of potential Review Panelists was provided to the COCCC. A Comparison of CHE MiniGrant applications and funding was revised to reflect each funding cycle (See Appendix D). • The COCCC sent letters authorizing expenditure of funds. Agreements as of July 1993 are pending.
• Computer and hard copy files established for funded projects.	• 26 1992-93 projects were entered into the database and hard copy files.

Measurement: Project monitor and director and Center director and staff assessed the process for submitting and reviewing CHE MiniGrant applications and recommendations for improvement. The process was considerably improved over that experienced with 1990-91/1991-92 funds. Based on data available for that cycle, 59 applications were received, 17 (32.2%) scored within the fundable range of 80 to 100 points. Total applications received for 1992-93 funds was 29, 20 (68.9%) scored within a fundable range. Second Cycle total applications received was ten, (70%) scored within a fundable range. This demonstrates a progression of improvement.

Review panelists critiqued the process and procedures and provided verbal and written input to recommendations for improvement. HEPDC and C/HE State Advisory Committee members reviewed data and results and expressed positive response to the impressive improvement in success ratios.

Comparison: Anticipated and Actual results compare favorably recognizing the newness of the process for all participants - local colleges, the COCCC, Review Panelists and the Center. Continued emphasis must be placed upon evolving to a consistent, "user friendly" system which is compatible with COCCC policy and procedures for awarding VATEA funds and does not impose unrealistic expectations upon local CHE MiniGrant applications and projects.

Improve the quality of MiniGrant projects and accessibility for target populations through providing technical assistance and consultation for local colleges in implementing MiniGrants and improving communications convenience/response including:

- **One MiniGrant training/orientation workshop for 50 to 60 project coordinators.**
- **One InfoNet training workshop for 50 to 60 project coordinators and follow-up technical assistance.**
- **One workshop for MiniGrant applicants denied funding.**
- **One special issue of COMPENDIUM showcasing MiniGrant innovations, successes and obstacles mailed to 107 community colleges/71 districts. Particular emphasis will be on collaborative efforts with the Gender Equity Coordinator and retention and academic advancement for special populations.**

Anticipated Outcomes	Actual Outcomes
• Assistance provided to local colleges to improve the quality of the use of CHE Title III, B funds and accessibility for target populations.	• Individual counseling and response to concerns was provided on an ongoing basis and addressed such issues as: lack of an agreement from the COCCC, project time line and budget modifications, appropriateness of activities to funding source and related concerns. These were logged into the project data base.
• One MiniGrant workshop for 50-60 project coordinators.	• A MiniGrant workshop was completed for 1992-93 funded projects. 23 of the 26 project directors attended. In addition, a representative from one pending project was present. Information was mailed to those projects not represented. The Center project paid for travel and meeting expenses. Content included reporting/sharing of each MiniGrant project, target populations and strategies; procedures and reporting

Anticipated Outcomes	Actual Outcomes
	requirements and common and unique concerns. Project Directors were enthusiastic, believed the session was extremely beneficial and expressed positive reaction to the workshop in terms of: understanding the requirements for projects performance, bonding with related projects and a clear definition of procedures, forms and the rationale. Questions/problems/exceptions were noted and documented. Forms were revised and will be submitted to the COCCC for review and implementation by subsequent Center projects.
• InfoNet Workshop for 50 to 60 MiniGrant project directors	• InfoNet workshops were held March 31, south and April 19, north. See Appendix I for workshops Abstract and Report. In accord with HEPDC recommendations the focus was on training statewide leaders: HEPDC and C/HE State Advisory Committee members, VATEA Home Economics Special Project Directors and the Delta Sierra Tech Prep project director. • Hands-on InfoNet workshops were conducted by the project Computer Systems Administrator John Johnson and Rick Ida, member of the C/HE State Advisory Committee who was a frequent InfoNet user. These trainers were recommended by Sandy Bucknell, Center liaison with Modesto Junior College InfoNet in lieu of the availability of a CHE InfoNet Secretary from Modesto. 15 individuals were trained/retrained.

Anticipated Outcomes	Actual Outcomes
• One MiniGrant writing workshop for applicants denied funding.	• One grant writing break-out session, Agony and Ecstasy was conducted by the project director and Center director in conjunction with the California Home Economics Association (CA-HEA) Biennial Convention, March 20, Sacramento for 35 participants (See Appendix J for evaluation summary). One 4 1/2 hour CHE MiniGrant Writing Workshop was conducted by the project director and Center director April 21, San Francisco airport for 10 participants from 9 colleges.
• One special issue of COMPENDIUM showcasing CHE MiniGrant innovations, successes and obstacles mailed to 107 community colleges/ 71 districts. Emphasis placed on collaborative efforts with Gender Equity Coordinator and retention and academic advance-ment for target special populations.	• COMPENDIUM featured MiniGrant statistics, information and strategies. After the COCCC has approved the statewide summarizing report, a future issue of COMPENDIUM will focus on CHE MiniGrant innovations, successes and obstacles, Gender Equity collaboration and retention and academic advancement of target special populations. MiniGrant Final Reports and the statewide summary report were designed to collect this information. The Center produced, at field request, a summary of all MiniGrants which included a parenting component which was distributed to all MiniGrant project directors.

Measurement: The project monitor and director and Center Director assessed progress and continuing problems with MiniGrant project application and design, implementation success/obstacles and other factors of influence on a continuing basis. Input was collected from MiniGrant project directors, Review Panelists and applicants. Deterrents to success were a lack of consistency in application and review procedures and delays in funding and the issuance of signed agreements. Some districts would not approve project start-up based on a letter of authorization. Application success rates are one indicator of improvement although other variables must also be considered. In 1990-91, 91-92 59 applications received experienced a 32% funding rate, in 1992-93 29 applications realized a 68.9% funding rate, in 1992-93 10 applications - 70% success rate and 1993-94 38 applications - 76% success rate (a compliance review has not been conducted on these projects). Response to the MiniGrant Project Directors Workshop was extremely positive and was assessed as providing practical hands-on help and an opportunity for interactive exchange. Panelists recruited for 1992-93 project review provided suggestions and recommendations for process improvement. InfoNet training effectiveness is best judged through use. There is some indication of small strides being made. The inability to recruit a CHE Administrative Secretary for InfoNet had some negative impact on maintaining current information on the Bulletin Board and public announcements.

Comparison: Anticipated and Actual Outcomes compare favorably considering delays and modification necessitated by late funding for both the Center project and for CHE MiniGrants.

Maintain records/reports for COCCC to insure compliance with the Carl Perkins VATEA, III, B funds and identify innovations and enrichment data which can lead to increased effectiveness.

Anticipated Outcomes	Actual Outcomes
Computer and hard copy files established and maintained for individual MiniGrants	Data available was entered into 1992-93 CHE MiniGrant computer files. Hard copy files were established for individual MiniGrants as a back-up for computer files. The software program was updated to expand the retrieval capability.
Progress Reports (December, March, June) processed, entered into database and confirmed.	Progress Reports (March and June 1992-93 and June for second cycle MiniGrants) were processed, entered into the database and confirmed with project directors.
Project modifications, e.g. personnel changes, time-line and budget revisions processed and approved or forwarded to COCCC with recommended action.	Project modifications were processed and required action taken. Changes were entered into the database and hard copy files. Follow-up, where warranted, for clarification, compliance, etc., was initiated with MiniGrant Project directors. Changes requiring COCCC attention were forwarded to the project monitor with recommended action.
Innovations in CHE MiniGrant strategies and implementation activities identified.	Innovations were not sufficiently apparent because of the lag in implementation caused by funding delay and the absence of signed agreements.

Measurement: Currency and completeness of computer and hard copy files, timely action on project modifications, response to project directors requests for assistance and information.

Comparison: Anticipated Outcomes exceed Actual primarily because of late funding and the delay in issuance of agreements. Project directors most frequent requests related to implementation guidance in relation to a reduced operational period and an anticipated date when signed agreements would be issued . InfoNet has not been utilized to publish Progress Report due dates since CHE MiniGrant project directors were not trained on system use. However, the announcement could be placed on InfoNet and this use should be corrected in future projects..

Orient and train new Center for Consumer Home Economics Education staff and provide for a smooth and orderly transition.

Anticipated Outcomes	Actual Outcomes
• Selection of a new Center contractor through competitive bid and panel review/rating of applications submitted.	• The RFP was not advertised for Center operation, 1992-93. No applications were submitted in response to the RFP, Identification Number 93-0081, 1993-94.
• Orientation/training of new contractor and staff in policies, procedures, processes. Transfer equipment, files, software etc. to new Center location.	• Orientation/training was unnecessary since there was no new Center contractor.

Measurement and Comparison are not relevant since the objective could not be implemented.

Utilize a 12-member Home Economics Professional Development Committee to advise on project operation. Interface with and provide data to the California Department of Education, the Consumer/Home Economics State Advisory Committee and directors of Home Economics special projects.

Anticipated Outcomes	Actual Outcomes
• A representative statewide advisory committee to advise on Center and project operation and modification. New appointment made to fill vacancies by October 1, 1992.	• The initial project did not include an HEPDC objective since the committee was supported through the Consumer & Home Economics In-Service/Curriculum Development project (ID# 90-0412). A-1 included support for the HEPDC to advise on the project. New appointments were made during the fall of 1992: part-time hourly instructor Louise Mast, Mt. San Antonio College; California Community College Association of Occupational Education (CCCAOE) representative Nicholas Kremer, Dean, Economic Development, Irvine Valley College and Staff Development Chairperson for the CCCAOE. See Appendix A for HEPDC roster.
• Convene committee by December 1992 to advise on MiniGrant progress, InfoNet usage/training results, COMPENDIUM, transition activities to facilitate transfer to a new Center contractor.	• The Committee was convened and provided Center project advisement as follows: - April 1992 in conjunction with the California Community College Home Economics Program Plan Revision Task Force (supported by the In-Service/Curriculum Development Project). - January 1993 - April 1993

Anticipated Outcomes

Actual Outcomes

- The Committee advised on all aspects of the Center project including recommendations for redirected/new activities as a result of funding delay for this and the Consumer Home Economics Professional Development Project (also based at Mt. San Antonio College). Project implementation was guided by HEPDC recommendations as follows:
    - Publish an April/May issue of COMPENDIUM through the Center to allow adherence to a regular publication schedule for 1993-94 through the Professional Development Project once it is funded.
    - Distribution should be continued to college/district presidents, instructional and vocational deans, Academic Senate Presidents, staff development officers and in quantity to cover C/HE and related instructors to the designated Home Economics Contact at each college.
    - MiniGrant training should be provided to coordinators for projects funded and to applicants for non-funded projects. Materials and guidelines should be provided to MiniGrant coordinators for Business Office staff to clarify the fiscal end of tracking and reporting.
    - Opportunities for advance planning/preparation for subject area workshops should be explored and where possible linked with other meetings, e.g. ASID, June, Asilomar; July

Anticipated Outcomes	Actual Outcomes
	summer market for Fashion. – InfoNet - continued emphasis should be placed on collecting hard data on users, obstacles and effectiveness. Workshops should be designed for leaders, e.g. HEPDC, C/HE State Advisory Committee, C/HE VATEA Special Project coordinators. MiniGrant Coordinators should not be a focus at this time. The project was modified to reflect HEPDC recommendations.
• Inform C/HE State Advisory Committee (See Appendix B for Roster), VATEA Special Projects and Delta Sierra Tech Prep Project Directors, CDE and other key individuals/agencies of MiniGrant progress and other significant information.	• The project director, who served as liaison with the C/HE State Advisory Committee, and/or the Center director attended State Advisory Committee meetings reporting on Center project and CHE MiniGrant projects progress, trends and concerns. CDE, Home Economics Division was represented on the committee as were some of the VATEA special and Delta Sierra Tech Prep project. Individuals/agencies were mailed COMPENDIUM and other statewide mailings and were offered InfoNet training.

Measurement: Participation levels and advisement were key indicator of success. The HEPDC and the C/HE State Advisory Committee became full partners in Center project implementation, modification and results. The HEPDC took a leadership role in assuming responsibility for advisement on the Center and the Professional Development projects. This dual responsibility resulted in stronger linkages and increased cost effectiveness for both projects. The roles for both committees became more clearly delineated and defined. Both committees participated in activities, especially the CCC Home Economics Program Plan Task Force and in project product advisement/development, e.g. Directory of Professional and Trade Organizations and the Partnerships Handbook and companion industry brochure. Related projects, agencies and individuals were kept fully informed of Center activities and CHE MiniGrant progress. Directors from three special projects participated in InfoNet training/retraining.

Comparison: Actual Outcomes exceeded those Anticipated. This is attributable to the strong commitment and active participation of individual members of both Statewide Committees to the project, to helping define a new concept of a Center to provide linkage between the COCCC with local colleges and to all activities and products.

Strengthen Consumer Home Economics and Occupational Home Economics curriculum and teaching strategies through convening a Task Force of a minimum of 25 professionals from home economics and support disciplines to review and revise the CCC Home Economics Program Plan to include interdisciplinary courses. Distribute 700 copies to 107 community colleges.

Anticipated Outcomes	Actual Outcomes
• Coordinate Program Plan revision and Task Force activity with parallel objective in the Consumer & Home Economics In-Service/Curriculum Development project designed to focus revision on minimum qualifications guidelines for Home Economics and related instructors.	• The revision priorities for each project were coordinated: Consumer/ Home Economics InService Curriculum Development - Minimum Qualification guidelines for home economics and related instructors. Consumer Education Home Economics Center - Interdisciplinary implications for home economics programs/courses/ instruction.
• Consumer Home Economics Education Center - Focus: Interdisciplinary implications for home economics programs/courses/ instruction.	
• Background review information prepared for Task Force advance preparation.	• Subject area sessions during the October 1992 conference focused on Minimum Qualifications for Home Economics and related instructors and Interdisciplinary course content/curriculum. These were recorded and provided to Task Force members and are shown as Appendix H-5. Advance preparation informational packets were distributed to Task Force members.
• A 25 member representative Task Force convened to review and revise the CCC Home Economics Program Plan including 19-20 community college instructors/coordinators from each Home Economics program area and mission/ orientation and 12 to 15 from interdisciplinary areas and five	• Task Force members included: Nine from HEPDC, seven from C/HE State Advisory Committee, one each from Articulation/Liaison, CCCECE Board and InfoNet, five from interdisciplinary subjects/areas. Six groups were formed: Mission, InfoNet, Articulation; five program areas - Fashion, Interiors, Life

Anticipated Outcomes	Anticipated Outcomes
business/industry representatives. • Task Force members include at least 50% from each section of the Plan who served on the pervious Task Force to provide for continuity, and new members to provide freshness of approach	Management, Lifespan and Nutrition and Food. Each group was led by a trained Facilitator experienced with Program Plan revision and included members who were previous participants and new to the process. A total of 43 participants and 3 staff attended. See Appendix H for Task Force members.
	• Facilitators were trained/oriented to the process the afternoon prior to the Task Force meeting. See Appendix H for Facilitator Guidelines.
• Revised, edit and publish the Community College Home Economics Program Plan and Directory and distribute to 107 colleges/71 districts, four-year college/university Home Economics Departments, the State Department of Education Home Economics Unit and related projects, committees and agencies.	• Task Force members were convened Thursday, April 23 and Friday, April 24. Packets/resource materials were prepared. The schedule for the Task Force meeting is shown as Appendix H-3. Project staff, John Johnson and Kerri Visser, inputted revisions as they were developed and provided each work group with hard copy for review. • Draft copy was edited following the meeting for consistency/clarity by Project director Marjorie Chitwood, corrected and distributed to participants and professionals willing to review the draft with a reply deadline of June 24 to the group Facilitator and June 30 to the Center. 700 copies of the revised program plan were produced through the Center project and distributed to: Chief Instructional Officers, Chief Vocational Education Administrators, Directors of

Anticipated Outcomes	Anticipated Outcomes
	Counseling and Designated Home Economics Contacts. The latter received sufficient numbers of copies to cover each program area offered by the college. Copies were also distributed to CCC ECE president; CDE, Home Economics Education Unit including Regional Supervisors; four-year colleges/ university Home Economics department chairs and/or teacher educators; Task Force; HEPDC and C/HE State Advisory Committee members and key Home Economics and related program area key leaders. A supply was also placed with the COCCC project monitor and in the Center to fill future orders. A master list of orders filled was maintained.
• Promote familiarity and utilization of the Program Plan through COMPENDIUM and other communication vehicles.	• The May 1992 COMPENDIUM featured the Program Plan revisions process and invited community college home economics and related professionals to submit comments/ suggestions to the appropriate Facilitator, the Project director, subcontractor or the Center director. • The September 1992 issue featured the benefits of the Program Plan and the value for program improvement. Program Area Forums scheduled in September/October 1993 will include innovations and strategies in Program Plan implementation.

Anticipated Outcomes	Actual Outcomes
• Coordinate publication and distribution of *California Community College Home Economics Program Plan 1992 including Directory of Professional Trade Organizations (See objective on page 33) and Directory of Home Economics and Related Program Areas and Instructional Staff.*	• The revised CCC Home Economics Directory was distributed with the Program Plan through the Center project in September 1992.
• Update Directory of full and part time Home Economics and related subject matter instructors though InfoNet and the COMPENDIUM.	Continual efforts were made to keep the Directory updated and current including: • Entry of changes collected at Granlibakken Retreat, April 1992 • A statewide mailing to 107 colleges enclosing their Directory page to correct and/or verify. • Review/revision by October 1992 conference participants • Reminders/requests to send revisions on InfoNet and in COMPENDIUM.

Measurement: Participation level in the Program Plan revision process and the quality of the outcomes are the most positive indicators of effectiveness. Due to delayed funding for the Center, the Task Force retreat was scheduled three times and twice canceled. When the Center was finally funded, timing was short and scheduling was difficult because of Easter break. There was no alternative but to proceed if any activity was to be completed by the May 30 end of funding for the CHE InService/Curriculum Development project. The results from the Task Force efforts was impressive. Revision recommendations were completed in the scheduled two-days. The draft review was mailed with sufficient lead time for thoughtful analysis and comments. Field feedback has been positive. The emulation of the Program Plan by other disciplines and support service areas is a strong indicator of the value. The final measure of effectiveness is the implementation level which will be more definitively assessed through the fall 1993 forums and the resulting indication of program improvement.

Comparison: Anticipated and Actual Outcomes compare exceedingly favorably. The carefully planned process helped activities proceed within the extremely limited available time period. Cost effectiveness and efficiency were increased through coordination with the InService/Curriculum Development project and previous projects. Home Economics special projects have maintained continuity and coordination through the two very active advisory committees: HEPDC and C/HE State Advisory Committee which has added strength and a results orientation to all projects.

Program Plan Revision: The Curriculum Development Component of the Project

The proposed emphasis for the Center project was on interdisciplinary implications for Home Economics curriculum, courses and programs. However, a careful analysis and review of the Plan couldn't be accomplished in a narrow confine. All areas of Home Economics programs, curriculum, instruction, course content, instructional resources, etc. were scrutinized as a part of the process.

There was a logical progression of activity leading up to the revision. Most important was the coordinated collection of field input carefully orchestrated during the October 1991 conference, the use of the same facilitators for those sessions and Task Force work groups and the consideration given to all suggestions.

What will result will impact the quality of what is ultimately provided to students and how that information will be delivered more effectively. Statewide impact will be realized as the Program Plan is reviewed and implemented locally. The impact will be further measured through the consistency of instructional content for students regardless of which college they may attend.

Fall 1993 program area forums will more definitely assess implementation, innovations and strategies as well as areas of vulnerability. VATEA special projects, based on priorities established by the C/HE State Advisory Committee, will further enhance the Program Plan through curriculum development projects. See Appendix K for a chart of CHE Special Projects over a six-year period.

Develop, produce and distribute 700 copies of a directory of professional/trade associations related to Consumer Home Economics and Occupational Home Economics education for insertion into copies of the Home Economics Program Plan.

Anticipated Outcomes	Actual Outcomes
• A listing of professional/trade organizations, contact information and a brief description as a valuable resource for CCC Home Economics Programs and the five program areas of: Fashion, Interiors(Environment, Design, Merchandising), Life Management, Lifespan (Child Development, Family Studies, Gerontology), Nutrition and Food.	• *A Directory of Professional and Trade Organizations* was developed utilizing the Glossary of the 1990 revised Program Plan and CCC Home Economics Program Plan Revision Task Force members as a resource. Requests for listing information were mailed to prospective organizations. See Appendix K. Approximately 70 organizations/ agencies are listed.
• Publish as a separate directory included with the CCC Home Economics Program Plan and distribute to 107 colleges/71 districts in accord with Program Plan distribution.	• 700 copies of the directory were published as a separate document and distributed with the Program Plan in accord with the distribution schedule. (See discussion of previous objective.)

Measurement: Accuracy of contact and descriptive information was verified by organizations/agencies listed. The directory expands/augments the professional organizations identified in each program area chapter. The directory was identified as a need by the C/HE State Advisory Committee. The HEPDC and Revision Task Force supported the need and provided input. This was the first issue of a resource directory, consequently, there is no history of value and frequency of use. There has been no feedback about the *Directory of Professional and Trade Organizations*.

Comparison: Anticipated and Actual Outcomes compare favorably. There was no projection of the number of agencies/organizations which would be listed, 70 would appear to be a significant number, although it does not reflect a 100% response rate to the query letters.

Design, produce and distribute 1,000 copies of a handbook providing strategies and techniques for developing partnerships between home economics education and business and industry.

Anticipated Outcomes	Actual Outcomes
• A handbook, based on C/HE State Advisory Committee guidelines, providing strategies and techniques for forming essential partnerships between CCC Consumer Home Economics Education with business/industry.	• The professional staff member Sharon Smith, responsible for managing the design of the handbook utilized the guidelines developed by the C/HE State Advisory Committee as a base for content and design.
• Developed utilizing the State Advisory Committee business/industry members as a resource.	• Close contact was maintained with the business/industry members to ensure relevance to the business community. Program Plan Task Force members provided input to handbook content and design. The Partnerships: Teaming Up To Succeed logo developed for the 1989 CCC CHE/ECE state wide conference was utilized to build on established identity and recognition.
• Reviewed extensively prior to final publication and distribution to ensure relevance and value.	• In addition to those listed above, the draft publications were reviewed by the C/HE State Advisory Committee, the HEPDC and were mailed with a Feedback Form to 107 colleges with Program Plan distribution. Suggestions were incorporated.
• Publish and distribute 1,000 copies of the handbook, as approved, to 107 colleges/71 districts, key secondary and four-year college/university professionals, related individuals and organizations and HEPDC and C/HE State Advisory Committee.	• A handbook and companion brochure for use with business/industry contacts was approved by the project director and monitor. Review included a distribution plan and a proposed cover letter. 1,000 copies of the handbook, 5,000 copies of the industry brochure designed for adding local college identification and 150 printing

Anticipated Outcomes	Actual Outcomes
	masters were distributed statewide in July 1993. Home Economics Designated Contacts received one printing master and five industry brochures to each handbook in sufficient quantities to cover program areas offered by the college. Individual sets were distributed to Chief Instructional Officers, Chief Vocational Education Administrators and to designated committees, agencies/institutions and key statewide Home Economics leaders. Sufficient copies were produced for distribution and discussion of implementation strategies during the five program area forums scheduled for September and October 1993. The cover letter was co-signed by Dr. Phoebe K. Helm, Vice Chancellor, Economic Development and Vocational Education and Peggy Sprout Olivier, Program Coordinator, COCCC.

Measurement: Design and content of *Partnerships: Teaming Up To Succeed, A Handbook for Connecting Consumer Home Economics Education with Business and Industry* and the companion brochure for industry were monitored and evaluated continually and extensively. Participants in that process included: the project monitor and through her to other COCCC staff, the project director and staff, the HEPDC, C/HE State Advisory Committee and especially the business/industry representatives and Home Economic faculty at 107 community colleges. All comments and suggestions were carefully reviewed and reflected in the final product. One major redirection was the addition of a companion brochure to be used in business/industry calls and designed to be localized through adding college identification. To facilitate that process at low cost to local colleges, a printing master was provided each college. Feedback from statewide distribution of the handbook and brochure, though limited within the time frame was positive. Sufficient quantities were produced to distribute copies of both publications at the September/October 1993 program area forums during which implementation strategies will be discussed. The statewide use of a common logo and message provides impact for and identification of community college Home Economics programs with crucial business/industry partners. Expanded collaboration with California industries and businesses will be the most revealing measure of effectiveness. However, this is contingent upon local college faculty implementation of the handbook.

Comparison: Actual Outcomes exceeded those Anticipated in terms of the production of two brochures. 1,000 handbooks, as projected, were produced. 5,000 companion brochures designed for placement with business/industry and 150 printing masters were produced and distributed but not projected. Distribution was projected for April 1992, Funding delay until January 31, 1992 made this deadline impossible because of the sequence of activities essential to completion, re-prioritizing and scheduling of activities to address critical needs, budget revision and approval to support printing costs due to unit costs for printing the CCC Home Economics Program Plan 1992 including two directories which had been budgeted to provide insertion pages and directories rather than production of the total document. Program Plan unit costs were $15.16 plus mailing. All redirection/modification was made after careful consultation between the project monitor, director and subcontractor and staff.

ACTIVITIES

Prior to Funding

- Partnerships handbook consultant met with C/HE State Advisory Committee business/industry members to gain input and advisement on the content, design and business orientation of the publication.

- Focus and direction for project activities was recommended by the HEPDC and the C/HE State Advisory Committee as a high priority for funding. Elements to be included in the project were identified.

- Kimberly Perry requested that Mt. San Antonio College develop the project to be sole sourced to the district. The funding level was $60,000, $30,000 each from II,A and III,B funds.

- Kimberly Perry requested that Mt. San Antonio College and the subcontractor develop a budget for reviewing, coordinating and reporting of CHE MiniGrants as a guide for retaining III,B funds at the state level. The budget, based on estimates only, since there was no past experience on which to build, was $19,590.

- The project application was developed and discussed with Kimberly Perry and Peggy Sprout Olivier who was designated to become program coordinator for Home Economics. As noted in the chronology section of this report the dates were extended.(See page 3)

- The project subcontractor designee served as Review Panelist for CHE MiniGrant applications in July of 1991 which provided a hands-on experience with the new competitive bid process for awarding III,B funds as well as local college successes and difficulties.

- The project monitor, director and subcontractor carefully scrutinized and reviewed the MiniGrant process, application guidelines and panel review procedures to determine strategies to pursue to meet the priority of placing as much of the funds as possible at the local college level. The success rate of 32% fundable projects form the 59 submitted was disappointing for local colleges and the state. Assistance was provided in review of "Second Chance" RFA forms and procedures and suggestions for improvement. CHE MiniGrant assistance was provided through a revision of the CHE InService/Curriculum Development project (ID# 90-0412) at the request of the COCCC and included: a CHE MiniGrant Writing workshop and handouts following the 1991 CCC CHE/ECE Statewide Conference for 60 participants, four regional "Second Chance" workshops in cooperation with Gender Equity/Single Parent to provide assistance with preparing projects for submission/re-submission, individual assistance and support on request.

- Collection of input for Program Plan revision to reflect interdisciplinary issues, trends and implication of Home Economics curriculum courses instruction collected during subject matter break-out sessions during the 1991 statewide conference.

- Selection of members and preliminary scheduling, twice, of Program Plan Revision Task Force retreat in anticipation of funding of the Center project.

After Funding

Project Management, Implementation and Strategies

- Prior to funding, immediately following funding approval date of January 31, 1992 and throughout the operational period the project monitor, director and subcontractor maintained close contact, consulting on project problems, budget, scheduling of activities, field request/responses and additional activities and needs essential for the COCCC and local colleges. A team management approach was characteristic of project implementation.

- Flexibility characterized implementation throughout the life of the project. An evaluation process, without the benefit of a past history meant priorities needed constant reassessment to be responsive to statewide and local college urgencies. Reassessment, redirection and adaptability were essential and considerations common to all implementation activities.

- The end of project funding, extended to October 31, 1992, did not provide continuation of services to 1990-91 and 1991-92 funded CHE MiniGrants. To provide for uninterrupted services and completion of processing of claims and final reports, the COCCC requested an application for an augmentation of funds. This was necessary because the RFP designed to provide continued services was not advertised by the COCCC. 1990-91 MiniGrants were funded through May 30, 1992 and 1991-92 projects were funded through December 31, 1992. Several projects received an extension to March 31, 1993. The Center project was not funded to cover this cycle.

- COCCC unanticipated requests were extensive and essential because of limited staff and resources. Each request was explored to determine the practicability within project resources, the priority within the spectrum of planned project objectives and activities and the attainability within the Center staff capability.

- Communications, letters, faxes, computer printouts and the myriad of reports generated became unmanageable for the project monitor and director. Various systems and approaches were initiated. Satisfactory resolution was not achieved but was continually addressed in an effort to simplify and summarize into a manageable format.

- Product review requirements and approval were extensive with the complexity of the project. Interactive discussion and review was intensive, frequent and demanding. The project monitor, director and subcontractor were committed to this process, spent endless hours reaching resolution and were conscientious about preserving the integrity of the COCCC and local colleges.

- Active participation of the HEPDC and the C/HE State Advisory Committee was enlisted and an essential ingredient of project management and implementation. Background reports and charts were provided to committee members for all meetings and between to facilitate their decision/recommending role.

Center Office, Staffing/Equipment

- Mt. San Antonio College dedicated an area for a Center office and provided office furniture and ancillary services and supplies. Purchase orders were developed for a computer, software, printer, modem and a photocopier and stand. Telephone lines and phones including through the college switchboard and an 800 number were installed. The Center paid for 800 number calls. It was not possible for the college to bill for outside calls placed through the regular college telephone service.

- The Center office was equipped and operational by April 1, 1992.

- A part-time hourly clerk, Laura Forney was hired and trained to maintain Center records and files and especially the CHE MiniGrant data base for 1990-91 and 1991-92 projects.

- The Center remained operational through July 30, 1993.

CHE MiniGrant Processing, Monitoring and Reporting

- A computer program was designed and installed to maintain a cumulative history of each project and retrieve data for the statewide report and for other individual special requests. As specific requests were made, modifications to the database were incorporated to improve the flexibility to generate reports, form letters and manage the history of each community college's MiniGrants. The database was updated to reflect changed information from the community colleges.

- Report forms were developed utilizing existing state forms where possible. A Status Summary noted project revisions received from MiniGrant project directors. It was used to verify accuracy of Center files with those of each college. The Progress Report was designed to provide necessary information and to be easy to complete. The existing COCCC VEA Revised Budget Summary form was used. A sample form provided completion instructions. The Claim for Funds, Form VEA-5 and Schedule of Expenditures, VEA-4 as they appeared in the Project Director Instructions were used. Sample forms provided completion instructions. A CHE MiniGrant (VATEA, III,B) Statewide Report outline was developed. Quantitative and qualitative information required was critical to the design of college reporting and claim forms and the database. All forms were approved by the COCCC prior to field implementation. Forms are included in Appendix C.

- Based on experience with 1990-91, 91-92 and 92-93 projects, forms have been revised and subject to COCCC approval, will be implemented through the subsequent Center project.

- Individual computer and hard copy files were maintained on each MiniGrant project. Project directors were kept apprised of completeness of their file. Revision requests, e.g. personnel, time line, budget were processed according to policy established by the COCCC. Follow-up contacts were made to correct errors or to clarify. Requests requiring COCCC approval were reviewed and forwarded with recommended action.

- Five 1990-91 and 36 1991-92 MiniGrants were serviced and tracked through to completion - filing of Claim for Funds and Schedule of Expenditure and the Final Report. Extensive time was spent negotiating with project directors and/or Business Office accounting personnel to arrive at a claim which could be approved for payment. Summaries of these projects and their funding pattern is shown as Appendix G. Projects which had not filed claims and reports by the deadline date were notified in writing they were out of compliance. A second letter to those who still had not responded indicated the funds were in jeopardy. Final reports were reviewed for completeness and clarity. Particular emphasis was given the indication of the amount of funds spent in or for residents of Economically Depressed Areas (EDA). This is a compliance issue. Legislation requires at least one-third of the funds be used for EDA. This issue also became time consuming to follow-up and resolve, particularly in the case of those projects which resisted/questioned the appropriateness of providing such information.

- Individual consultation and requests from MiniGrant directors and the COCCC were processed within a short turn-around period and were varied and significant in relation to time demands on project staff.

- Summaries of progress, trends, issues for MiniGrants were provided to the project monitor and director, the HEPDC and C/HE State Advisory Committee and were profiled in COMPENDIUM.

- The Statewide summary reports are in process, have been submitted to the COCCC for approval and will be completed as a follow-up activity. Once approved, detailed reports will be provided to the COCCC to meet federal government reporting requirements for use of VATEA CHE III,B funds. A condensed version will be produced and distributed to 107 colleges/71 districts.

MiniGrant Project Improvement

- The Center Director provided assistance to the COCCC project monitor in the development of CHE MiniGrant and Home Economics VATEA Special Project specifications for 1992-93 funds. Efforts were made to simplify and clarify the application guidelines and construction; maintain consistency and compatibility with special project guidelines, instructions and forms overall and provide an understandable and easily implemented guide for local colleges.

- 29 projects applications 1992-93 and ten "Second Cycle" 1992-93 were reviewed for compliance with project specifications, application procedures, appropriateness to CHE III,B funds and discussed with the project monitor. Issues, concerns and compliance violations were covered with Review Panel.

- Review Panel composition and potential candidates were provided to the COCCC with ample lead time for forming panels, (See Appendix E). A delay in issuance of invitations to serve made it difficult to fill panels as prescribed. The project staff provided support to the COCCC through telephone calls to recruit panelist.

- Review Panel procedures and instructions were developed to provide orientation specific for CHE MiniGrants. Three panels of three members each were oriented to project specifications, the process and the importance of thorough completion of rating forms and reviewer comments with the objective of providing valuable learning information for funded and non-funded applications. The Center director coordinated forms and requested additional information where warranted and moderated policy discussion to reach consistency/consensus on scoring, e.g. points deducted for excessive length of narrative, failure to use required forms, lack of signature.

- Review Panel results were tallied to check total points, summarized and provided to the COCCC for producing letters of intent to award or deny funds. The summary report is shown as Appendix F. Panelists provided verbal and/or written comments suggesting modifications and changes for all aspects of the CHE MiniGrant process form project specifications and advertising, through review. These were recorded and filed for refinement of future CHE MiniGrant competitive bid processes.

- Letters were sent by the Center to non-funded applicants and colleges which did not have MiniGrants reinforcing "Second Cycle" applications advertised by the COCCC and offering assistance on MiniGrant RFA project proposals. Advisement was provided upon request.

- A project directors workshop was planned, scheduled and completed, April 19, 1993, for 26 1992-93 funded MiniGrants. 23 of 26 projects were represented. In addition , one project representative for which funding was pending attended. The workshop focused on sharing project concept, approach, target audiences; reporting requirements and project procedures; procedures for project revisions and claims for funds. The Center paid for travel and expenses.

- Grant writing assistance was planned, scheduled and completed: March 20, 1993, a *Grant Writing: Agony & Ecstasy* break-out session at the CA-HEA Biennial Convention for 35 participants was provided by the project director and Center director. Colleges submitting CHE MiniGrant applications not funded in 1992-93 and those which currently did not have funded MiniGrants were invited to participate in an April workshop. Ten participants representing nine colleges attended the four and one-half hour workshop. The Center paid for travel and expenses.

- To facilitate communications and to encourage replication of successful strategies an 800 number was installed at the Center, InfoNet operation was supported by the project, COMPENDIUM featured MiniGrant information, a print-out of all MiniGrants with parenting components was complied and distributed to all project directors and individual consultation assistance was provided. Requests for advisement increased during periods of time when RFAs were advertised.

- 1993-94 application procedures were carefully analyzed and reviewed. A verbal discussion and a follow-up written analysis was provided the COCCC to identify areas of confusion and conflict with previous CHE MiniGrant specifications and application procedures. Over the period of the cycle starting with 1990-91 and 91-92 funds, each subsequent RFA required different procedures. This included 1991-92 *Second Chance*, 1992-93 and 92-93 *Second Cycle* and 1993-94. It was difficult to maintain consistency in advisement assistance and of greatest importance, confusing for local colleges. The intent to keep procedures simple and tailored to small localized projects of $5,000 to $20,000 was challenging to meet. This was especially evident through the many calls to the Center requesting clarification and guidance in the preparation of 1993-94 MiniGrant applications.

InfoNet

- Modesto Junior College CHE InfoNet liaison, Sandy Bucknell, was contacted for assistance in designating a CHE InfoNet secretary to be paid by the Center. Job specifications were developed to clarify responsibilities. An individual was identified who was conversant with InfoNet and already at the college. Unfortunately, the individual was unable to meet the commitment.

- InfoNet use was promoted through COMPENDIUM.

- In accord with HEPDC recommendations, statewide CCC Home Economics leaders were offered InfoNet training. Those included were: HEPDC and C/HE State Advisory Committee members, VATEA Home Economics special project directors and the Delta Sierra Tech Prep project director. Two workshops, one south in conjunction with a C/HE State Advisory Committee meeting and one north in conjunction with an HEPDC meeting, were held. Fifteen individuals were trained/retrained. Project Computer Systems Analyst , John Johnson and State Advisory Committee member, Rick Ida, conducted training to provide hands-on assistance with IBM and Macintosh computers.

- InfoNet use was increased by some users. The Agenda for an August HEPDC meeting was placed on InfoNet. InfoNet liaison, Sandy Bucknell was provided a list of workshop participants.

Program Plan Revision and Directory of Professional and Trade Organizations

- Program Plan revision to reflect interdisciplinary implications for Home Economics courses, programs and instruction was coordinated with the C/HE InService/Curriculum Development project. The latter focused on minimum qualifications guidelines for Home Economics instructional staff.

- Task Force members were identified and retreats scheduled twice in anticipation of Center project funding. Both were cancelled. The Task Force was convened April 24-25 which was not the most convenient schedule since it was spring break for some colleges. InService project funding ended May 30, 1992, so there was no option.

- Facilitators were trained the day prior to the Task Force session and most were the same professionals who facilitated subject area sessions during the October 1991 statewide conference which collected information for Program Plan revision. Six work groups were formed: Mission/Articulation/InfoNet and the five program areas of: Fashion, Interiors, Life Management, Lifespan and Nutrition and Food. See Appendixes H for Task Force details.

- 43 Task Force members and three project staff participated. On site computer input facilitated the process. John Johnson and Kerri Visser input revisions as they were developed and produced hard copy for work group use. First draft revisions were completed in the two days.

- Project director, Margie Chitwood edited the draft for consistency prior to distribution to Task Force members for review. Facilitators compiled comments for their own section.

- Final editing and review was completed by the project monitor and director and project staff over the summer.

- A list of prospective agencies/organizations for inclusion in a *Directory of Professional and Trade Organizations* was reviewed and expanded by Task Force members. Project staff professional Sharon Smith mailed letters and a reply form to potential organizations (Appendix K).

- Replies were edited for consistency and formatted into a final Directory for distribution with the Program Plan.

- The Program Plan and two directories were produced for ease of use and included color coded tabbed sections and card-stock covers for the Program Plan and each directory. 700 copies were produced at a unit cost of $15.16. Single unit mailing costs for the shrink wrapped packets was $2.90. Distribution was to 106 colleges to: Instructional Deans, Chief Vocational Administrators, Counseling Directors and Designated Home Economics Contact. The latter received sufficient copies to cover each program area offered by the college. A letter suggested implementation planning meetings be held by program area. In addition, Program Plans were mailed to Task Force, HEPDC and C/HE State Advisory Committee members; the CDE, Home Economics Education Unit; four-year college and university Home Economics Department chairs and other key statewide leaders.

- The project monitor and director met with CDE, Home Economics Education Unit staff to discuss the CCC Home Economics Program Plan relationship to secondary, ROC/P and adult programs and the articulation potential.

- COMPENDIUM invited field input to the Program Plan revision during the developmental process and a follow-up feature after distribution highlighted facilitator observations on the value and new direction for the Program Plan.

- Innovations and strategies in Program Plan implementation will be one focus for the subject area forums scheduled for September and October 1993.

Partnerships Handbook

- As noted in discussion of activities conducted prior to funding, staff professional, Sharon Smith, met with the C/HE State Advisory Committee to gain input for the handbook which was an out growth of previous efforts of the business/industry members of the committee.

- Draft publications, one a handbook providing guidelines for community college instructional staff use in developing partnerships with business/industry and a companion brochure to orient business contacts to opportunities and benefits of forming partnerships with education were reviewed by both state advisory committees and Task Force members.

- Draft publications and feedback forms were mailed to Designated Home Economics Contacts with the Program Plan. Special emphasis was placed on collecting feedback from business representatives on college advisory committees.

- Publications were revised to reflect field input. Production was delayed because of C/HE State Advisory Committee confusion between the partnerships package and a *Performance Report of California Community College Consumer Education and Home Economics* produced for statewide distribution by that committee.

- Final Editing and approval was provided by the project monitor and director and Center director. 1,000 copies of the handbook and 5,000 copies of the business brochure were produced and distributed to the same audiences which had received copies of the Program Plan with the exception of Counseling Directors. A printing master was provided to the Designated Home Economics Contact for adding college identification. Sufficient copies were produced for distribution and implementation discussion during the September/October program area forums.

Home Economics Professional Development Committee.

- New appointments were made to the HEPDC (See Appendix A for roster). Background information was prepared and the committee was convened in January and April.

- The committee also provided recommendations for the Center project during meetings sponsored by the InService Curriculum Development project.

- HEPDC became active partners in Center project implementation and activities. Committee members were kept informed of progress.

- Committee activities were featured in COMPENDIUM.

- The project director was liaison with the C/HE State Advisory Committee, the Center director was an ex-officio member. Reports and operation summaries were provided to the committee.

- Interactive/communications activities were conducted with VATEA special project directors, the Delta Sierra Tech Prep project the CDE, Home Economics Education Unit and the CA-HEA. All projects, committees and organizations were invited to submit articles for COMPENDIUM.

- A revised HEPDC composition plan was designed to provide representation for emerging/expanding Center responsibilities.

A *Scheduled of Major Activities* as conducted through the project appears on the following page.

FOLLOW-UP ACTIVITY

Once approved by the COCCC, produce:

- Statewide report of use of VATEA, CHE III,B funds to meet federal reporting requirements.

- Summarizing CHE MiniGrant Report for distribution to 107 colleges/71 districts to: Chief Instructional Officers, Chief Vocational Education Administrators, Designated Home Economics Contacts, CHE MiniGrant Project Directors and other key individuals included in COMPENDIUM mailings.

SCHEDULE OF MAJOR ACTIVITIES

Center for Consumer Home Economics Education

	1992											1993						
	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Plan project strategy, establish policy & operating procedures with COCCC & project staff	X	–	–	–	–	–	–	–	–	–	–	–	–	–	X			
Set up and equip Center office	X	–	X															
Prepare background information for Committees, Task Force	X	X																
Synthesize program plan revision recommendations collected during 10/91 conference	X																	
Convene HEPDC & orient C/HESAC to project progress			X					X	X			X		X	X			
Select members & schedule Task Force retreat	X	X																
Set up computer files on 42 90/92 and 26 92/93 MiniGrants; enter agreement changes/programs/data	X	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	X	
Provide MiniGrant technical assistance. Process reports & claims	X	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	X	
Develop, edit, produce & distribute Partnerships Handbook	X	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	X	
Convene Program Plan Task Force, publish draft			X	–	X													
Develop Professional/Trade Organization Directory			X	–	–	–	X											
Coordinate RFA Review for 92/93 MiniGrants, Special Projects					X	X												
Edit & refine Program Plan & Directories, Distribute						X	–	X										
Produce & Distribute COMPENDIUM												X			X	X		
Draft state-wide report of CHE mini-grants for COCCC review												X	–	–	–	–	X	
Support and assess impact of InfoNet. Train committee members, project coordinators on InfoNet operation.												X	–	–	–	X		
Plan & Conduct MiniGrant coordinator workshops/Workshops for non-funded applicants														X	X			
Complete & file progress reports					X			X				X			X			
Attend project directors workshop			X															
Edit, publish and distribute statewide report of CHE mini-grants																		X*
Project funding ends, activities completed, products disseminated																	X	
Final claim and report delivered to COCCC																		X

* Follow-up activitiy subject to COCCC approval

DISSEMINATION

Information about the project services/activities and products was widely distributed statewide to target audiences. Multiple systems were utilized to facilitate communications: an 800 number to access the Center; COMPENDIUM, the statewide CCC CHE newsletter; InfoNet; presentations at appropriate statewide meetings. Target groups, e.g. CHE MiniGrant project directors; Task Force, HEPDC and C/HE State Advisory Committee members received frequent and ongoing contact and communication to keep them informed and apprised of policy, procedures and progress.

Presentations were made at the CA-HEA Biennial Convention, March 20, 1993, the Chancellor's Mega conference *Looking Beyond Limits The Challenge to Innovate* April 1,1993 and project directors meetings. Workshops were conducted for project directors, key statewide leaders and potential MiniGrant applicants.

The project director made a presentation on the Center project to the Mt. San Antonio College District Board of Trustees January 27, 1993 and at the Project Director's workshop in Los Angeles in April (See Appendix L).

Products including the *CCC Home Economics Program Plan* including a *Directory of Professional and Trade Organizations* and *Directory of Home Economics and Related Program Areas and Instructional Staff,* the Partnerships: Teaming Up To Succeed handbook and companion industry brochure and printing masters, COMPENDIUM were distributed to multiple audiences at 107 colleges/71 district and other statewide Home Economics leaders and organizations/agencies.

A final report of CHE MiniGrant statewide impact for 1990-91 and 1991-92 will be distributed to 107 colleges, MiniGrant project directors, and committees once approved by the COCCC.

The Program Plan was accepted for placement by ERIC. Placement of the final report will be requested. The reports will also be distributed to the COCCC (nine copies and the original) and to members of the two statewide committees.

Two-way communication was essential for project development and success — both multiple and in response to individual requests.

EVALUATION

Formative evaluation was crucial to the Center and the myriad of activities/products. Frequent sessions were held by the project monitor, director and subcontractor. Project staff continuously monitored and refined Center operations, response and especially the database. Assessment related to policies, *procedures and guidelines to prioritize activities which* could be implemented within project resources.

CHE MiniGrant progress and final reports, revisions and claims were key elements of evaluation. These were given careful consideration, approved and/or recommendations for appropriate action were made to the COCCC. Analysis of the applications for CHE MiniGrant III,B funds and the percent approved for funding showed steady progress which may be an indication of growing local college familiarity and comfort with the process. The Review Panels for the awarding of 1992-93 funds provided extensive assessment of the RFA, application and review process.

The HEPDC was the key partner in project evaluation and provided ongoing observations and recommendations to guide the project. The Committee had the courage and vision to recommend action based on information available which led to project modification and redirection. In their judgment, project results were impressive.

CHE MiniGrant project directors, Task Force members, the C/HE State Advisory Committee were invited to participate in evaluation activities. Extensive background information was provided to assist in recommending redirection and improvement. 107 colleges were given many opportunities to provide input to project activities and products.

All evaluation data was carefully considered and utilized as a decision making base. The working relationship between the project monitor, director and subcontractor was the primary force in evaluation effectiveness.

OBSERVATIONS

The evolving nature of this project and especially of the CHE MiniGrant competitive bid process demanded flexibility and a close working relationship between the COCCC, the contractor and the subcontractor. Time requirements were excessive. Initial estimates of professional and support staff time were considerably below actual requirements. Observations which follow are based on operational experience and address some key concerns.

- Continued emphasis must be placed on funding projects on time to support full operational periods, orderly progression and sufficient planning time. Delayed funding for CHE MiniGrants and the Center project caused major frustration and impact and reconstruction.

- Consistency in the RFA process, of CHE MiniGrant specifications, application format and review needs continued attention. Over the span of the project, five different approaches were utilized. Every effort to standardize and simplify the process for local colleges should be made to encourage their participation. Populations in all communities need these critical programs and services.

- MiniGrant forms and reports should be easy to complete, provide essential data and reflect actual project successes and obstacles as a basis for improving III,B funds utilization.
- Clarification and interpretation of appropriate use of CHE III,B funds needs continued attention. Although problems identified through the Sierra College study show improvement through the competitive bid process, some colleges continue to demonstrate confusion. Specific examples include the intended use of CHE funds, qualifications of staff essential for delivering instruction in the prescribed areas and the delineation of CHE funds from Gender Equity/Single Parent/Displaced Homemaker funds.
- Center staffing and work load need thorough review and analysis to determine essential functions, staffing qualifications and patterns and operational refinements.
- Collaboration and cooperative activities between related projects results in greater impact and increased cost effectiveness and should be encouraged and expanded.
- CHE MiniGrant project directors workshops should be continued to provide very specific implementation and reporting instructions and promote project improvement through interaction and networking.

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APPENDIX A

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APPENDIX-B

CONSUMER HOME ECONOMICS
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1992-1993 Roster

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APPENDIX C

CONSUMER/HOME ECONOMICS MINIGRANT
STATUS SUMMARY OF RECORDS/REPORTS

Agreement Number: ____________________

Project Title: ____

College: ____________________ District: ____________________
Address: ____
Project Director: ____________________ Telephone: (   ) ____________________

Items checked below indicate information/requests included in your MiniGrant Project file in the Center for Consumer Home Economics Education. Please return a copy of this form corrected or call if this information is *not* *accurate or if you have questions. If we do not hear from you, that will be interpreted to signify your agreement.*

Project Modification/Revision:

____ Objectives/Activities	____ Approved	____ Disapproved
____ Time Line	____ Approved	____ Disapproved
____ Budget	____ Approved	____ Disapproved (The latest date to submit project budget revisions, 11/30/93)

Comments: ____

Changes in Project Management, i.e. Project Director, key staff:
Name/Title of individual(s) listed in approved project:
____
Name/Title of replacement (Please attach a brief description of qualifications or one-page resume):
____

Project Progress Reports: (Form enclosed, submit original and one copy please.)

____ First Quarter	____ Received	____ Not Received
____ Second Quarter	____ Received	____ Not Received
____ Third Quarter	____ Received	____ Not Received

Due Date for Next Progress Report: ____________________

Project Funding Ends: ____________________
Project Final Report and Claim Due no later than: ____________________

Send original and three (3) copies of the Final Report to:

Peggy Sprout Olivier, Project Monitor
California Community Colleges
1107 Ninth Street, Suite 900
Sacramento, CA 95814

Two(2) copies of the Final Report, plus original and three (3) copies of the Claim to:

Center for Consumer Home Economics Education
Mt. San Antonio College
1100 North Grand Avenue
Walnut, CA 91789
(800) 697-6722

CHE:mg:6/93

C-2

Vocational Education Unit
California Community Colleges

PROGRESS REPORT
Consumer/Home Economics MiniGrant

Local Educational Agency/Contractor: ____________________
Contract/Agreement Number: ____________________
Project Director: ____________________
Report Time Period: ____________ to: ____________
Project Title: ____________________

Briefly summarize the project progress.

Objective	Current Status of Activities	On Schedule Yes or No. If No, Explain & Attach Revised Time Line/Budget

Please mail completed report to:
Center for Home Economics & Consumer Education
Mt. San Antonio College
1100 N. Grand Avenue
Walnut, CA 91789

3/92:CHEmg

INSTRUCTIONS FOR COMPLETING REVISED BUDGET SUMMARY
FOR CHE MINI-GRANTS

(Please use form enclosed; do not submit revisions on this form.)

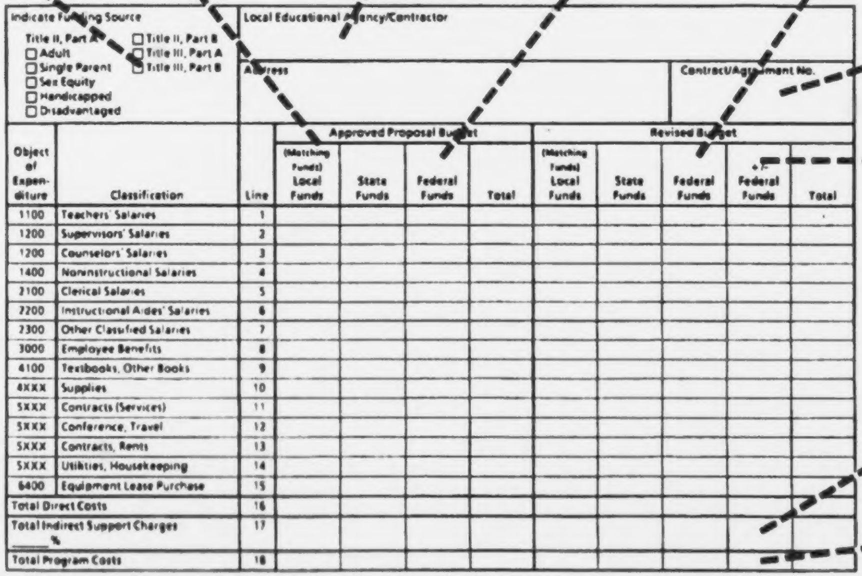
III, B for all Mini-Grants.

Not required for CHE Mini-Grants unless the approved project budget included local funds. In that case, they must be shown.

College name. Include District name for multi-college districts.

Enter exact amount approved by Object number.

Revision requested. Attach detailed explanation/rationale.



REVISED BUDGET SUMMARY

Vocational Education Special Projects

Indicate Funding Source

Title II, Part A
☐ Adult
☐ Single Parent
☐ Sex Equity
☐ Handicapped
☐ Disadvantaged
☐ Title II, Part B
☐ Title III, Part A
☐ Title III, Part B

Local Educational Agency/Contractor

Address

Contract/Agreement No.

			Approved Proposal Budget				Revised Budget				
Object of Expenditure	Classification	Line	(Matching Funds) Local Funds	State Funds	Federal Funds	Total	(Matching Funds) Local Funds	State Funds	Federal Funds	+/- Federal Funds	Total
1100	Teachers' Salaries	1									
1200	Supervisors' Salaries	2									
1200	Counselors' Salaries	3									
1400	Noninstructional Salaries	4									
2100	Clerical Salaries	5									
2200	Instructional Aides' Salaries	6									
2300	Other Classified Salaries	7									
3000	Employee Benefits	8									
4100	Textbooks, Other Books	9									
4XXX	Supplies	10									
5XXX	Contracts (Services)	11									
5XXX	Conference, Travel	12									
5XXX	Contracts, Rents	13									
5XXX	Utilities, Housekeeping	14									
6400	Equipment Lease Purchase	15									
Total Direct Costs		16									
Total Indirect Support Charges ______ %		17									
Total Program Costs		18									

Specific nunber listed on the agreement with the state.

Change: plus or minus.

Maximum of 8%.

Total may not exceed approved agreement total.

MUST BE RECEIVED AT LEAST 30 DAYS PRIOR TO GRANT TERMINATION DATE

BEST COPY AVAILABLE

C-4

DATE:

ACTION

TO: Peggy Olivier

FROM: Shirley McGillicuddy

Project Title: ____

________________________________ I.D. #: ____________

Project Director: ______________________________________

College: ____

Address: ____

____

The college has submitted:

- ☐ Budget Revision Request
- ☐ Claim for Funds

Recommended Action:

- ☐ Approve
- ☐ Approve with the noted exception(s):

Required copies of documentation are attached.

Shirley McGillicuddy, Director

cc: M. Anderson
M. Chitwood

CONSUMER/HOME ECONOMICS MINI GRANT FINAL REPORT
Cover Page

Agreement Number: ________

Project Title: ______________________________________
____

College: ____________________ District: ______________
Address: ______________________________________
____

Project Director: ______________________________________
Name Title

Telephone Number: (_____) ______________

Name of Individual(s) to Contact for Project Activity Details: ______________________________________
Name Title

Telephone Number: (_____) ______________

____
Name Title

Telephone Number: (_____) ______________

Name of Individual to Contact for Final Claim ______________________________________
Name Title

Telephone Number: (_____) ______________

Operational Period: Starting Date: ________, 19__ Ending Date: _______, 19__

Agreement Number: __________

EXECUTIVE SUMMARY

Project Title: ____

____

College: ______________________ District: ______________________

Address: ____

____

Project Director: ______________________ Telephone: (_____) __________

Total Amount of VATEA funds:

Awarded: $__________ Claimed: $ __________ = __________%

Spent in EDA: $__________ = __________ % of Total Direct Funds

Briefly summarize actual project objectives, results, total general population and number served, targeted special populations and number served, activities used to carry out objectives, innovative practices, why the project was successful. For curriculum development and research projects, describe contributions to improved teaching strategies or curriculum materials. (Confine to space provided.)

Objective, Activities & Effectiveness

(complete a separate section for each objective)

Objective: (as stated in approved project and/or approved modifications)

Activities Conducted to Achieve Objectives: Summarize major activities and specify those targeted toward economically depressed areas and those which involved cooperative efforts with the Gender Equity Coordinator and/or were designed to overcome sex bias/stereotyping.	**Results Achieved & Assessment of Effectiveness:** Include a comparison of projected and actual results, quantitative and qualitative data, reasons for success, for curriculum development activities resulting contributions to improved teaching techniques or instructional materials.

Recommendations: State how objectives/activities could be replicated, what might be changed to increase effectiveness, based on experience what might be done differently.

6:93:CHE:mg

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Targeted Special Population(s):
Description: ____
How Identified: ____
Needs Assessment: ____
Solution: Activities designed to address identified need(s).

Number Served and Retention:
General Population (Non Economically Depressed Areas):
Projected Number: ________ Actual Number: ________ % of Goal Achieved: _____%
Targeted Special Populations:
Projected Number: ________ Actual Number: ________ % of Goal Achieved: _____%

	General Population	Targeted EDA
If a series of Activities were involved, what was the Retention Rate?	____________ %	____________%

Did participation in this activity lead to participation/attendance in other activities, classes, etc.? ☐ Yes ☐ No
If Yes, describe briefly…

Measure/Evaluation:
Evaluation method(s) employed, treatment of evaluation data, e.g., how used and by whom:

Academic Achievement:
Describe how this project utilized Home Economics subject matter to promote gains in basic and/or advanced academic skills (reading, critical thinking skills, communication, math) among the targeted special population(s):

Project Product(s): Describe or attach examples. (Four sets of final products are required.)

DEFINITIONS

Vocational education student – a student who has enrolled in one or more vocational education courses during the reporting year.

Vocational education courses and programs – those courses and programs in vocational education, including work experience and apprenticeship programs. For Community Colleges, CHE courses are defined by the Taxonomy of Program (TOP) code. CHE (useful) 1304.00, Study of CHE aspects as they apply to the occupation of Homemaking.

Academic skills – content areas include reading, critical thinking, communication and math.

Basic academic skills – those academic skills included in the non-degree applicable or non-credit curriculum. For Community Colleges, those skills are included in basic skills courses and precollegiate level courses.

Competency attainment – level at which a student is able to perform a specific task(s) or skill(s) related to a job or occupation.

Retention – completion of an identified CHE course or sequence of courses.

EDA (Economically Depressed Area) – an area within the community or service area identified as low income/economically depressed through such designations as high rates of unemployment, AFDC or public assistance, census and related statistical demographic data.

Special populations – the term "special populations" includes individuals with disabilities (handicaps), educationally and economically disadvantaged individuals (including foster children), individuals of limited English proficiency, individuals who participate in programs designed to eliminate sex bias and individuals in correctional institutions.

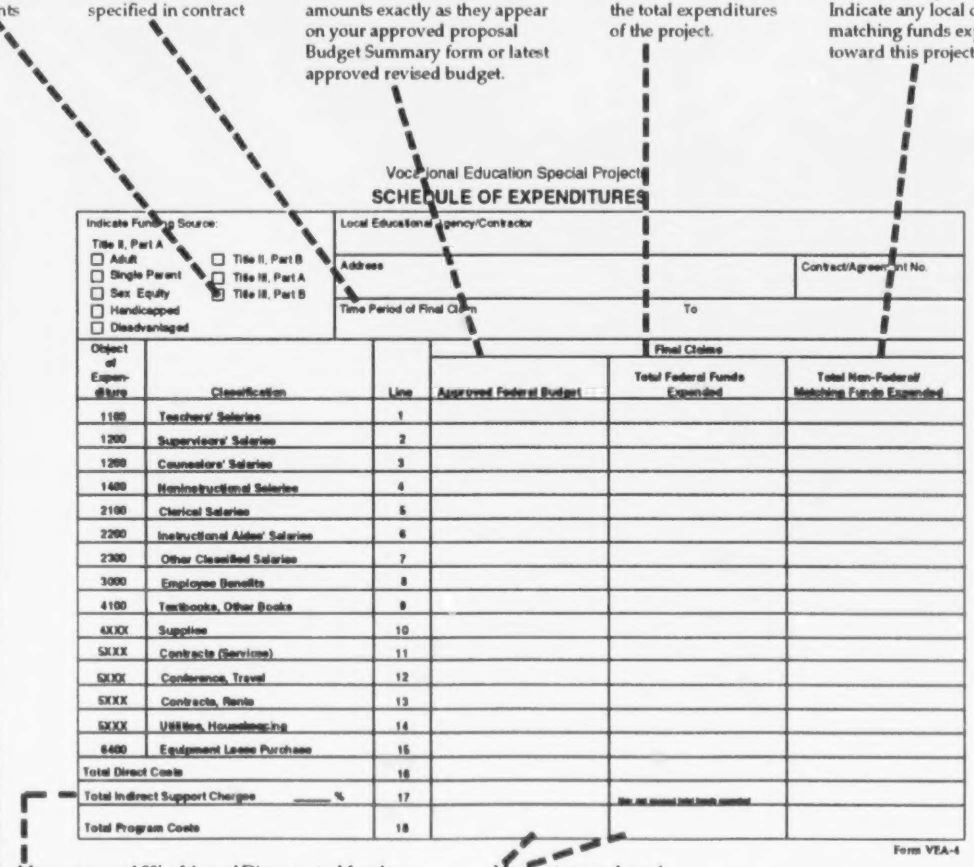
6:93:CHE:mg

INSTRUCTIONS FOR COMPLETING FORM VEA-4

FOR CHE MINI-GRANT FINAL CLAIMS

FINAL CLAIMS:
Final claims are due within 30 days following completion of the project. Submit original and three (3) copies of VEA-4 and VEA-5 claim forms to: Center for Consumer Home Economics Education, Mt. San Antonio College, 1100 North Grand Avenue, Walnut, CA 91789. Final claims will not be processed or paid until the final report and project products have been received and approved by the Center Director.

When entering dollar amounts on this form, round off to the nearest dollar. DO NOT TYPE CENTS. Columns 5 and 6 MUST be completed or the final claim will not be processed or paid.



III, B for all MiniGrants

Actual dates specified in contract

Column 1: Indicate line item amounts exactly as they appear on your approved proposal Budget Summary form or latest approved revised budget.

Column 2: Indicate the total expenditures of the project.

Column 3: Optional – Indicate any local or matching funds expended toward this project.

Vocational Education Special Projects

SCHEDULE OF EXPENDITURES

Indicate Funding Source:

Title II, Part A
☐ Adult
☐ Single Parent
☐ Sex Equity
☐ Handicapped
☐ Disadvantaged

☐ Title II, Part B
☐ Title III, Part A
☒ Title III, Part B

Local Educational Agency/Contractor

Address

Contract/Agreement No.

Time Period of Final Claim To

Object of Expenditure	Classification	Line	Final Claims Approved Federal Budget	Total Federal Funds Expended	Total Non-Federal/ Matching Funds Expended
1100	Teachers' Salaries	1			
1200	Supervisors' Salaries	2			
1200	Counselors' Salaries	3			
1400	Noninstructional Salaries	4			
2100	Clerical Salaries	5			
2200	Instructional Aides' Salaries	6			
2300	Other Classified Salaries	7			
3000	Employee Benefits	8			
4100	Textbooks, Other Books	9			
4XXX	Supplies	10			
5XXX	Contracts (Services)	11			
5XXX	Conference, Travel	12			
5XXX	Contracts, Rents	13			
5XXX	Utilities, Housekeeping	14			
6400	Equipment Lease Purchase	15			
Total Direct Costs		16			
Total Indirect Support Charges _____ %		17		[illegible]	
Total Program Costs		18			

Form VEA-4

May not exceed 8% of Actual Direct costs. Must have been included as a part of the approved budget.

May not exceed total funds awarded.

Form VEA-4

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INSTRUCTIONS FOR COMPLETING FORM VEA-5

FOR CHE MINIGRANT FINAL CLAIMS

Complete Columns 1 and 4

Column 1: Indicate the total amount for this claim, which includes the 75% initial allocation payment received by your college/district.

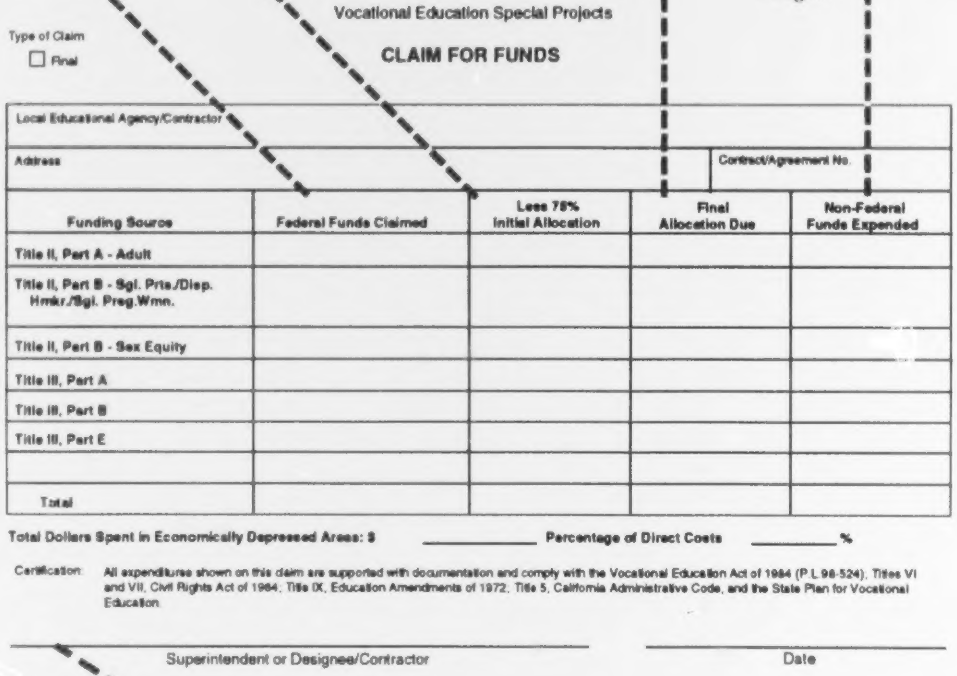
Column 2: Indicate the amount of the Initial Allocation payment received by your collelge/district.

Column 3: Indicate amount of Final Allocation payment due to your college. Funds claimed less Initial Allocation.

Column 4: Optional – not required for CHE MiniGrants unless included in approved project budget.

FINAL CLAIMS:
Final claims are due within 30 days following completion of the project. Submit original and three (3) copies of VEA-4 and VEA-5 claim forms to: Center for Consumer Home Economics Education, Mt. San Antonio College, 1100 North Grand Avenue, Walnut, CA 91789. Final claims will not be processed or paid until the final report and project products have been received and approved by the Center Director.

When entering dollar amounts on this form, round off to the nearest dollar. DO NOT TYPE CENTS.



Vocational Education Special Projects

CLAIM FOR FUNDS

Type of Claim
☐ Final

Local Educational Agency/Contractor

Address

Contract/Agreement No.

Funding Source	Federal Funds Claimed	Less 75% Initial Allocation	Final Allocation Due	Non-Federal Funds Expended
Title II, Part A - Adult				
Title II, Part B - Sgl. Prts./Disp. Hmkr./Sgl. Preg.Wmn.				
Title II, Part B - Sex Equity				
Title III, Part A				
Title III, Part B				
Title III, Part E				
Total				

Total Dollars Spent in Economically Depressed Areas: $ ____________ Percentage of Direct Costs ________ %

Certification: All expenditures shown on this claim are supported with documentation and comply with the Vocational Education Act of 1984 (P.L.98-524), Titles VI and VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; Title 5, California Administrative Code, and the State Plan for Vocational Education.

Superintendent or Designee/Contractor

Date

Original signatures are required on original and three copies of form VEA-5.

Form VEA-5

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C-8

Consumer Home Economics MiniGrant (VATEA III, B)
Statewide Report
Chancellor's Office, California Community Colleges
19_____ to 19_____

Part A: Quantitative Information

1. NUMBER OF PROJECTS
   Number of projects funded: ____________
   Number of projects completed: ____________
   Completion rate (stated in %): ________ %

2. NUMBER SERVED
   Projected Number to be served: ____________
   Actual Number served: ____________
   Comparison (stated in %): ________ %
   Projected Number in Targeted Special Populations: ____________
   Actual Number Served in Targeted Special Populations: ____________
   Comparison (stated in %): ________ %

3. Federal Funds
   Total Awarded: $____________
   Total Claimed/Spent: $____________
   Comparison (stated in %): ________ %
   Total Spent in EDA: $____________
   % Spent in EDA: ________ %
   Funds Unclaimed: $____________

Part B: Qualitative Information – Narrative

1. Objectives: Comparison of actual outcomes with anticipated outcomes, factors of influence and variables.

2. Targeted Special Populations:
   - 2.1 Description(s).
   - 2.2 How Identified.
   - 2.3 Needs Assessment surveys, techniques, data.
   - 2.4 Economically Depressed Area(s) identification.
   - 2.5 Retention Rate if a series of activities and/or subsequent/advanced activity participation, e.g. other workshops, enrollment in classes, etc.

3. Activities Conducted to Achieve Objectives:
    3.1 Profile of Activities, strategies, techniques utilized overall.
    3.2 Profile of Activities, strategies, techniques utilized in Economically Depressed Areas.
    3.3 Activities specifically designed to overcome sex bias/stereotyping, cooperative efforts with Gender Equity Coordinator.
    3.4 Activities contributing to Academic Achievement, i.e. gains in basic and/or advanced academic skills (reading, critical thinking skills, communication, math) among targeted special populations.
    3.5 For research/curriculum development projects: contributions to improved teaching techniques and/or curriculum materials.

4. Results and Assessment Effectiveness
    4.1 Measurement/evaluation techniques employed.
    4.2 Treatment/management of evaluation data.
    4.3 Reasons for success and/or analysis of obstacles to success.
    4.4 Recommendations for modification/change, replication, subsequent projects/activities.

5. Products
    5.1 Descriptions/examples of products produced.

6. Innovative Projects
    6.1 Showcase of sample innovative projects, reasons for effectiveness, results achieved.

Attachments:
A Executive Summaries of all MiniGrants funded
B Sample Products

APPENDIX D

COMPARISON OF CHE MINIGRANT 90-91/91-92/92-93/93-94

	Funding Year				Second Cycle			
	Colleges Funded							
Colleges Funded	**90-91**	**91-92**	**92-93**	**Applied/Not Recommended for Funding 92-93**	**Colleges Funded 92-93**	**Applied/Not Recommended for Funding 92-93**	**Colleges Funded 93-94**	**Not Funded 93-94*****
Allan Hancock		X					X	
American River		X	X				X	
Bakersfield				X	X			X
Butte		X					X	
Cabrillo	X	X	X					
Cerritos		X				X		
Chabot		X	X*				X	
Citrus		X		X			X	
Coastline		X						X
Columbia		X	X					X
Cosumnes				X	pending		X	
Diablo Valley		X	X				X	
Evergreen Valley		X	X				X	
Fresno City				X				
Glendale					X			
Golden West							X	
Grossmont		X	X				X	
Long Beach City	X	X	X				X	
Los Angeles City		X	X				X	
Los Angeles Mission	X		X				X	
Los Medanos							X	
Mendocino		X						
Merced		X						
Merritt		X						
Mission				X				
Modesto Junior	X	X	X				X	
Monterey Peninsula		X						X
Moorpark			X				X	
Mt. San Antonio		X	X					X
Napa Valley		X	X				X	
Ohlone		X	X				X	
Orange Coast		X	X				X	
Oxnard				X			X	
Rancho Santiago		X						
Redwoods		X	X				X	
Sacramento City		X						
Saddleback		X					X	
San Bernardino Valley							X	
San Diego City					X			
San Diego Cont. Ed.		X	X				X	
San Francisco City		X			X			
San Joaquin Delta		X				X		
San Jose City		X**					X	
Santa Rosa Junior		X	X				X	
Shasta		X		X	X		X	
Siskiyous		X						
Sierra							X	
Skyline	X***	X***		X	X			X
Solano								X
Victor Valley								X
West Valley		X		X		X	X	
Yuba		X	X					
TOTAL	5	37	20	9	7	3	29	9

*Funded at reduced level **Declined funding ***Funding spread over 2 funding years
**** One application form a 4 year university in eligible

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APPENDIX E

June 6, 1992

To: Peggy Olivier
From: Shirley McGillicuddy
Subject: CHE RFA REVIEW PANEL PROPOSAL

Representation: Each panel would include: 1. Department Chairperson/Coordinator strongly based in the five community college Home Economics program areas, 2. Life Span professional with knowledge/understanding of the broad interpretation of Life Span and not limited to ECE and 3. Business/industry or private agency representative.

Review Dates/Schedule: Tuesday, July 7, 9:30 a.m. - Orientation and Training (would need to involve Dan or Jeanine for the Special Projects) 11:00 a.m. - 5:00 p.m. Panels review/rate projects.

Wednesday, July 8, 9:00 a.m. - 3:00 p. m. - Panels review/rate projects.

RFA Estimated Work Load: CHE MiniGrants: 60 to 70; Special Projects: Consumer Home Economics Professional Development, Home Economics and Consumer Education for Curriculum in Life Span, Consumer Home Economics Peer Site Review, Fashion Symposium (if not awarded sole source).

Review Panel Assignment: 20 MiniGrants Maximum/per panel plus RFAs submitted for one Special Project. Projects assigned so no panelists reads/rates their own project.

Number of Panels Required: three (3) or four (4) to be determined by number of projects received and cleared through legal screen.

Proposed Panels and Assignments: Panel I - 20 MiniGrants, Life Span Curriculum Special Project: Marjorie Chitwood, Mt. San Antonio College; Rick Ida, Diablo Valley College; Nancy Dolton, Quail Run Elder Care. Panel II - 20 MiniGrants, Professional Development Special Project: Hazel Hill San Joaquin Delta College; Barbara Macci, Imperial Valley College; Nelson Puma Velasco, Los Angeles Marriott or Judith Rand, Judith Rand Interiors Panel III - 20 MiniGrants, Peer Site Review Special Project: Lynne Miller, Long Beach City College; Sandy Bucknell, Modesto Junior College; Reva Johnson, House of Fabric. Panel IV - Depending on Number of Projects clearing legal screen for review. If MiniGrants exceed 60, fourth panel would be required. If Fashion Symposium is not sole sourced, would rate that project as well.

E-2

Lucille Milani, Merced College; Roselene Kelley, Sierra College; Nelson or Judith Rand as industry representative.

Alternates/Additional Considerations: Panel I. Include Barbara Whitney, COCCC Tech Prep/Health Occupations to read Life Span Curriculum Project only, not MiniGrants. If four-year college/university representation included, fill in for industry if that slot can't be filled, use either Nina Dilbeck, CSU Fresno or Ruby Trow, Cal Poly Pomona because of their knowledge base resulting from Advisory Committee service. Marilyn Ambrose, CSU Chico would also be excellent because of CHE InService, Program Plan and past Advisory Committee experience.

Community College Alternates: .South - Eloise Cantrell LA Mission College; Karen Conrad, Rancho Santiago College; Emilie Duggan-Zouhar, Grossmont College; Marjorie Howe, San Diego CCD Continuing Education; Penny Marino, Chaffey College; Pat Mogan, Orange Coast College. Central - Deanna Howser, Merced College; Candia Vami, Allan Hancock College North - Diane Bower, Monterey Peninsula College; Linda Cavis, Butte College; Penny Fredell, Yuba College; Barbara Grimm, Evergreen Valley College; Charlotte Olson, College of Siskiyous; Carol Thomas, San Joaquin Delta College. Business/Industry Alternate: Sharon Smith, House of Fabric (new job, isn't that exciting!).

Peggy, my understanding is that Special Projects will fund the travel and per diem for Review Panels as well as the meeting facilities. If this proposal meets COCCC specifications/requirements and the Center Augmentation Addendum is approved for funding on June 10, 1992, it is my recommendation that a query letter assessing availability go out within the next week. That would avoid last minute panic over staffing panels and the problem experienced with MiniGrants last year with excessive work load. The latter results in a hurried review and sketchy comments on rating sheets which does not help LEAs improve the quality of their projects or learn from their weaknesses.

I look forward to hearing from you soon. As you can tell, it is Saturday, but I am anxious to get this in process. (We must stop meeting like this.)

cc: M. Chitwood
D. Estrada
P. Stanley

APPENDIX F

Vocational Education Special Projects 1992-93
Consumer Home Economics MiniGrants, Title III, Part B.
ID # 92-0064

Funds Available:	$506,101 ($5,000 minimum/$20,000 maximum)
RFA's received: 29	Funds Requested: $547,665
Range	$10,607 to $20,000
Represents	29 Colleges, 15 North, 10 South, 4 Central 24 Districts (4 Multi College Districts: Los Angeles CCD: Los Angeles City, Los Angeles Mission Los Rios CCD: American River, Cosumnes River West Valley-Mission CCD: Mission, West Valley Yosemite CCD: Columbia, Modesto Junior)

Project Review Panels convened Tuesday, July 7, 1992
Panel list attached.

Panel Recommendations
1. Fund - 19 projects, 65.5% Allocation Total: $355,909 (70.3%)
2. Fund at a Reduced level - 1 project, Chabot 92-0064-24, $20,000 requested, scored 74.6 points, recommended funding level, no consensus achieved, range: $10,000 to $12,000. Awarded $18,000.
3. Do Not Fund - 9 projects, 31% Funds Requested: $171,756

Funds Not Allocated: $132,192 (26%)

F-2

Projects Recommended for Funding

Rank Order#	Average Score	College	ProjectI D#	Funds Requested
1	98.0	Grossmont College	92-0064-12	$20,000
2	97.3	Long Beach City College	92-0064-05	$20,000
3	94.3	Los Angeles Mission College	92-0064-13	$20,000
4	94.0	Mt. San Antonio College	92-0064-08	$19,999
5	93.6	San Diego CCD, Continuing Education	92-0064-28	$20,000
6	89.0	Cabrillo College	92-0064-10	$19,573
7	87.0	Diablo Valley College	92-0064-16	$20,000
8	85.6	Napa Valley College	92-0064-04	$19,977
8	85.6	Ohlone College (Fremont-Newark)	92-0064-07	$19,245
8	85.6	Orange Coast College	92-0064-18	$20,000
9	85.3	Santa Rosa Junior College	92-0064-25	$17,159
10	83.6	Los Angeles City College	92-0064-15	$10,607
10	83.6	Modesto Junior College	92-0064-22	$19,976
11	82.3	Moorpark College	92-0064-14	$12,441
12	81.0	Evergreen Valley College	92-0064-19	$19,999
13	80.3	Yuba College	92-0064-29	$20,000
14	80.0	American River College	92-0064-21	$20,000
15	77.0	Columbia College	92-0064-23	$16,943
16	76.3	College of the Redwoods	92-0064-06	$19,990

TOTALS/SUMMARY
Colleges-Funded: 19
Average Score Range:
76.3 to 98.0
229 to 294 points of a possible 300
District Representation: 17

Geographical Setting
8 South
9 North
2 Central

Total: $355,909
Balance Unawarded: $150,192
Range: $10,607- $20,000

F-3

Projects Recommended for Funding at a Reduced Level and/or Not Recommended for Funding

Rank Order#	Average Score	College	Project ID#	Funds Requested
16	74.6	Chabot College Recommended funding at a reduced level	92-0064-24	$20,000 funding level $18,000
		Not recommended for Funding*		
17	68.0	Cosumnes River College Excess length of narrative penalty - 5, relationship to GE/SP stronger than CHE.Heavy clerical budget.	92-0064-20	$20,000
18	66.3	Bakersfield College Poorly thought through and written. Needs to be reworked and rewritten.	92-0064-27	$20,000
19	65.0	Oxnard College CHE appropriate Proposal needs reworking and refining.	92-0064-09	$19,890
20	60.3	Shasta College Project lacks cohesiveness. Some elements don't show clear linkage.	92-0064-17	$15,298
21	59.3	Needs reworking. West Valley College Not CHE appropriate/consistent with VATEA III, B. An "add on" to other projects.	92-0064-02	$20,000
22	56.6	Fresno City College Not clear CHE relationship and staff.	92-0064-11	$19,783
23	52.0	Skyline College Concept good. Project should be rewritten and resubmitted if policy allows.	92-0064-26	$16,785
24	50.0	Citrus College Poorly written proposal. Hard to follow and understand what was being done.	92-0064-01	$20,000
25	46.0	Mission College One copy different from other review copies budget of $25,000. Not CHE Appropriate.	92-0064-03	$20,000

*Brief Comments from reviewers indicate areas which might be addressed to rework project for review for funding consideration. Those which are not VATEA, III B CHE appropriate are not recommended for rework/resubmission.

Total: $191,756

F-4

Application Review Teams

Team 1 Consumer Homemaking - Peggy Olivier

Reading	92-0054 CHE Lifespan	(2)
	92-0056 CHE Peer Sites	(0)
	92-0064 CHE MiniGrants	(7)

* 1 - Margie Chitwood	Mt. San Antonio College
2 - Sandy Bucknell	Modesto Junior College
4 - Jeanette Simonson	Pleasant Ridge Home

Team 2 Consumer Homemaking - Peggy Olivier

Reading 92-0064 CHE MiniGrants (11)

5 - Emilie Duggan-Zouhar	Grossmont College
6 - Cheryl Babler	Butte College
7- Eloise Cantrell	Los Angeles Mission College

Team 3 *Consumer Homemaking* - Peggy Olivier

Reading	92-0064 CHE MiniGrants	(10)
	92-0051 CHE Pro. Dev.	(1)

8 - Lynne Miller	Long Beach City College
9 - Roselene Kelly	Sierra College
10 - Rick Ida	Diablo Valley College

* Number indicates Reviewer identification number

APPENDIX G

1990-91 CHE MiniGrants, VATEA III, B: Summary of Funds

Project ID#	College	Amount Awarded	Amount Claimed	%	Amount Unclaimed	Amount Spent in EDA	%
90-0468	Cabrillo College	$19,629	$19,629	100	-0-	$18,175	100.0
90-0739	Long Beach Community College District	$8,000	$8,000	100	-0-	$7,407	100.0
90-0740	Los Angeles Mission College	$20,000	$20,000	100	-0-	$20,000	100.0
90-0741	Modesto Junior College	$6,435	$6,381	99	$54	$5,908	100.0
90-0748	Skyline College	$5,436	$5,436	100	-0-	$5,033	100.0
TOTALS: 5 Projects		$59,500	$59,446	99.9	$54 (1%)	$56,523	100.0 % of Direct

Range:
99 to 100%
from $5,436
to $20,000
Average
$11,900

1991-92 CHE MiniGrants, VATEA III,B: Summary of Funds

Project ID #	College	Amount Awarded	Amount Claimed	%	Initial Allocation	Final Allocation	Amount Unclaimed	Amount Spent in EDA	%
91-0088	Allan Hancock College	$15,358	$15,358	100	$11,519	$3,839	0	$5,828	37.95
91-0575	Butte Community College	$14,607	$12,986	89.0	$10,955	$2,031	$1,621	$13,106	89.7
91-0891	Cerritos Community College	$19,887	$19,887	100	$14,915	$4,972	0	$14,518	73.0
91-0892	Citrus College	$20,000	$20,000	100	$15,000	$5,000	0	$12,000	60.0
91-0893	Coastline College	$9,707	$9,113	93.9	$7,280	$1,833	$594	$9,113	93.9
91-0894	Orange Coast College	$20,000	$19,332	96.7	$15,000	$4,332	$668	$6,906	35.7
91-0895	Diablo Valley College	$20,000	$20,000	100	$15,000	$5,000	0	$10,000	54.0
91-0896	Grossmont Community College	$20,000	$20,000	100	$15,000	$5,000	0	$9,578	47.9
91-0897	Long Beach City College	$20,000	$20,000	100	$15,000	$5,000	0	$13,777	68.9
91-0898	Los Angeles City College	$7,677	$7,527	98.0	$5,758	$1,769	$150	$7,527	100.0
91-0899	Mendocino College	$10,808	$10,808	100	$8,106	$2,702	0	$10,007	100.0
91-0900	Merced Community College	$17,636	$17,636	100	$13,227	$4,409	0	$7,426	42.1
91-0901	Monterey Peninsula College	$8,265	$5,285	63.9	$6,199	**Amount Due** $914	$2,980	$2,575	48.7
91-0902	Mt. San Antonio College	$19,998	$19,831	99.2	$14,999	$4,832	$167	$11,637	58.7

1991-92 CHE MiniGrants, VATEA III,B: Summary of Funds

Project ID #	College	Amount Awarded	Amount Claimed	%	Initial Allocation	Final Allocation	Amount Unclaimed	Amount Spent in EDA	%
91-0903	Napa Valley College	$19,977	$19,815	99.2	$14,983	$4,832	$162	$6,605	33.3
91-0904	Merritt College	$20,000	$16,587	82.9	$15,000	$1,587	$3,413	$5,594	33.7
91-0905	Rancho Santiago Community College	$8,544	$8,544	100	$6,408	$2,136	0	$8,544	100.0
91-0906	College of the Redwoods	$16,952	$15,338	90.5	$12,714	$2,624	$1,614	$11,429	74.5
91-0907	Saddleback College	$11,100	$11,100	100	$8,325	$2,775	0	$7,215	65.0
91-0908	San Diego CCD Continuing Education	$20,000	$20,000	100	$15,000	$5,000	0	$18,520	92.6
91-0909	San Joaquin Delta College	$20,000	$18,591	93.0	$15,000	$3,591	$1,409	$18,591	100.0
91-0910	Skyline College	$3,261	$3,261	100	$2,446	$815	0	$3,261	100.0
91-0911	Shasta College	$14,738	$14,722	99.9	$11,054	$3,668	$16	$14,722	100.0
91-0912	Santa Rosa Junior College	$19,872	$16,282	81.9	$14,904	$1,378	$3,590	$15,076	100.0
91-0913	West Valley College	$20,000	$19,979	99.8	$15,000	$4,979	$21	$8,170	42.5
91-0914	Columbia College	$16,629	$13,144	79.0	$12,472	$692	$3,485	$13,144	100.0
91-0915	Modesto College	$19,980	$19,371	96.9	$14,985	$4,386	$609	$17,936	100.0
91-0916	Yuba Community College	$20,000	$16,033	80.2	$15,000	$1,033	$3,967	$16,033	100.0

1991-92 CHE MiniGrants, VATEA III,B: Summary of Funds

Project ID #	College	Amount Awarded	Amount Claimed	%	Initial Allocation	Final Allocation	Amount Unclaimed	Amount Spent in EDA	%
91-0920	Cabrillo Community College	$13,665	$13,316	97.4	$10,249	$3,067	$349	$13,316	100.0
91-0921	Chabot College	$20,000	$20,000	100	$15,000	$5,000	0	$20,000	100.0
91-0922	Ohlone College	$12,696	$12,636	99.5	$9,522	$3,114	$60	$6,608	52.3
91-0923	American River College	$20,000	$20,000	100	$15,000	$5,000	0	$9,800	49.0
91-0924	Sacramento City College	$19,934	$19,860	99.6	$14,951	$4,909	$74	$19,860	100.0
91-0925	City College of San Francisco	$19,961	$19,961	100	$14,971	$4,990	0	$18,482	92.6
91-0926	Evergreen Valley College	$11,999	$11,887	99.1	$8,999	$2,888	$112	$10,460	88.0
91-0927	College of the Siskiyous	$6,200	$5,592	90.2	$4,650	$942	$608	$5,592	100.0

TOTALS: **36 Projects** (One additional, San Jose, declined funding)	**$579,451**	**$533,782**	**95.6**			**$25,669** **(4.4%)**		

Average amount claimed: $15,383
Range: $3,261*
to $20,000

*One claim, Skyline, was for a lesser amount, however this does not reflect a realistic profile since the project was funded partially by 1990-91 monies.

APPENDIX H
PROGRAM PLAN REVISIONS

California Community College Home Economics
Program Plan Revision Task Force

Facilitators Guidelines

Specific tasks have been identified for each day the Task Force meets to review and recommend revision of the Program Plan. These are:

Thursday, April 23

- Verify and/or expand interdisciplinary courses or incorporation of interdisciplinary instruction into existing curriculum.
- Relevance of education/training to industry needs.
- Provide input to a professional/trade organization directory section for the Plan.

Friday, April 24

- Refine and complete work of first day.
- Incorporate guidelines for minimum qualifications for instructional staff.

Determine appropriate and consistent placement of minimum qualifications in each program area section.

Resource professionals will be available to assist with this process. Thursday, business/industry members of the State Consumer/Home Economics Advisory Committee and community college faculty from other disciplines, e.g. business, will provide valuable input. These individuals will not be present on Friday.

Friday's Task Force members will be from education including the State Department of Education, four-year colleges/universities and community colleges. Your group may include some new members on Friday. It will be important for them and for other group members to recap Thursday's recommendations and unresolved issues.

Facilitator's Responsibility

- Review the expectations and time schedule for each small group session. Make sure anticipated outcomes are clear and the group buys in.
- Establish procedures which are comfortable for all group members. Agree to some ground rules.
- Keep discussion on track and focused. A flip chart is available to record discussions.
- Ensure that each group member has an equal opportunity to participate.

H-1.2

Facilitators Guidelines

- Color coded* work sheets are available for each Task Force group. As a work sheet is completed, please give it to Kerri or John to produce hard copy for review. They will have computers and a printer available.
- Plan 5 to 10 minutes at the end of each segment to summarize your group's recommendations for reporting to the large group.
- Make sure one task is completed before moving to the next.
- At the close of each day, agree to any follow-up activities/responsibilities for group members, e.g. editorial review.
- Record follow-up action, individual(s) responsible and deadline.
- Before leaving, turn in all work sheets and important notes/recommendations.

Thanks for your commitment and support!

*Color Codes:

Grey	Mission, Articulation, InfoNet, Glossary
Lavender	Fashion
Blue	Interiors
Pink	Life Management
Yellow	Life Span
Green	Nutrition/Food

PROGRAM PLAN REVISION TASK FORCE

Project Monitor: Peggy Olivier, Chancellor's Office/CCC
Project Director: Margie Chitwood, Mt. San Antonio College

Interdisciplinary Resource

Richard Chard, Orange Coast College
Bob Farris, Business Division, Mt. San Antonio College
Sheila Feichtner, FMW Associates
Helen Orth, Cultural Diversity, Mt. San Antonio College
Tony Valdez, Small Business Dev. Center, Mt. San Antonio College
Randy Wilson, General Ed./Basic Skills, Mt. San Antonio College

Mission/Articulation/InfoNet

Facilitator: Sandy Bucknell, Modesto Junior College
Lucy Berger, Chancellor's Office, CCC
Cheryl Bockhold, California State Dept. of Education
Nina Dilbeck, California State University, Fresno
Janice DeBenedetti, State Department of Education
Sharon Smith, Project Consultant
Ruby Trow, California State Polytechnic Univ., Pomona

Fashion

Facilitator: Lucille Milani, Merced College
Colleen Carr, Ohlone College
Karen Conrad, Rancho Santiago College
Reva Johnson, House of Fabrics
Carol Stone, Fresno City College
Vincent Wong, Diablo Valley College

Interiors

Facilitator: Diane Bower, Monterey Peninsula College
Susan Coleman, Orange Coast College
Penny Marino, Chaffey College
Laurine Meyer, American River College
Judith Rand, Judith Rand Interiors
Karen Titus, Fullerton College

PROGRAM PLAN REVISION TASK FORCE continued

Life Management
Facilitator: Marilyn Ambrose, CSU Chico
Nancy Dolton, Quail Run Elder Care
Joann Driggers, Mt. San Antonio College
Mary Hubbard, Grossmont College
Paula Rene, Mt. San Antonio College
Kay Sims, Yuba College

Life Span
Facilitator: Roselene Kelley, Sierra College
Lucy Berger, Chancellor's Office/CCC
Katie Gerecke, Mt. San Antonio College
Mary Norman, East Los Angeles College
Cathie Robertson, Grossmont College
Joan Waller, College of the Canyons

Nutrition/Foods
Facilitator: Barbara Gershman, Saddleback College
William Cheeseman, San Diego CCD
Betty Clamp, Ohlone College
Nelson Puma-Velasco, Los Angeles Marriott Hotel
Joann Sterba, Chaffey College
Carol Thomas, San Joaquin Delta College

Project Staff
John Johnson, Shirley McGillicuddy & Associates
Shirley McGillicuddy, Shirley McGillicuddy & Associates
Kerri Visser, InfoNet

H-3

CALIFORNIA COMMUNITY COLLEGE HOME ECONOMICS PROGRAM PLAN REVISION TASK FORCE MEETING

Thursday, April 23, 1992 • Red Lion Hotel, Orange County Airport

FOCUS:	Program Plan review to verify and/or expand interdisciplinary courses or incorporation of interdisciplinary instruction into existing curriculum, relevance of education/training to industry needs, related organizations which may be a valuable resource.
PARTICIPANTS:	Business/industry and interdisciplinary representatives in addition to community college, secondary and four-year college/university home economics and related subject area educators.

SCHEDULE

9:00 a.m.	Continental Breakfast
9:30 a.m.	Welcome and Introductions
	Orientation to Process and Expected Outcomes
10:00 a.m.	Presentations from Interdisciplinary Faculty
	(Disciplines which affect all five program areas.)
10:30 a.m.	Schedule/Plan of Work: Six Specific Groups
10:45 a.m.	Break
11:00 a.m.	Small Group Working Session
12:00 noon	Lunch
1:00 p.m.	Large Group: Clarification Discussion
1:15 p.m.	Small Group Working Session
3:00 p.m.	Break
3:15 p.m.	Large Group: Small Group Reports and Consensus Discussion
4:15 p.m.	Recap
4:30 p.m.	Adjourn

H-3.2

CALIFORNIA COMMUNITY COLLEGE HOME ECONOMICS PROGRAM PLAN REVISION TASK FORCE MEETING

Friday, April 24, 1992 • Red Lion Hotel, Orange County Airport

FOCUS: Program Plan review and revision to incorporate Minimum Qualification Guidelines for Instructional Staff and refinement and completion of all sections of the Program Plan.

PARTICIPANTS: Community college, secondary and four-year college/university home economics and related subject area representatives.

SCHEDULE

8:30 a.m.	Continental Breakfast
9:00 a.m.	Definition of Task and Expected Outcomes Philosophical Discussion: Minimum Qualifications Guidelines for Instructional Staff as a Program Plan Component
9:30 a.m.	Schedule/Plan of Work: Six Specific Groups Review and Refine Product from First Day
10:45 a.m.	Break
11:00 a.m.	Small Group Working Session: Minimum Qualifications Guidelines for Instructional Staff
12:00 noon	Lunch
1:00 p.m.	Large Group Consensus: Treatment and Placement of Minimum Qualifications Guidelines
1:30 p.m.	Small Group Working Session: Strategies for Dissemination and Field Review Completion of Working Forms
2:00 p.m.	Large Group: Small Group Reports and Consensus Discussion
2:45 p.m.	Follow-up Action and Responsibilities
3:00 p.m.	Adjourn

Subject Area Facilitator Guidelines

1. Establish the focus for discussion. Each of the three subject area session address different issues as described below:

   Session I – Strategies and Implications for Subject Areas in Response to Dr. Bonnie Guiton, Wednesday Banquet Keynoter and Kathleen Osta, Thursday General Session.

   Session V – Program Plan revisions for Subject Areas with particular focus on minimum instructor qualifications guidelines and interdisciplinary courses.

   Session VI – Subject area curriculum, teaching strategies, instructional resource modifications/directions for diverse populations based on Thursday workshops, Pat Stanley's Thursday luncheon presentation and Jill Donzelli's Friday general session presentation.

   If the session discussion responds to a specific speaker(s), spend a few minutes discussing the issues/trends established.

2. Establish ground rules to ensure all individuals have an opportunity to be heard and no one individual is allowed to dominate discussion.

3. Appoint a recorder to summarize discussion consensus and outcomes (a form will be provided).

4. Keep the discussion on track. Remind participants there are three subject area sessions which should provide ample opportunity to explore a wide range of subject area concerns.

5. Adhere to the time schedule firmly. Allow five (5) minutes at the end of the session to summarize consensus and outcomes and recommendations for Program Plan revisions (pertain to Friday's sessions especially).

NOTE: If participants or a subgroup wish to explore in depth particular concerns, suggest they meet at other times, e.g. breakfast, lunch or free evening.

H-5

Subject Area Session Summary

Subject Area: Fashion
Session Number 1, Thursday

We need to maintain relevance through active, vital advisory committees. Suggestions for ways to make this happen: have "area" advisory committees so the same industry representatives don't have to give the same recommendations to multiple community colleges; have advisory members "teach" a class session and give assignment and grade it to gain a sense of our students; we need to have statewide lists for suggested industry people.

Discussion also centered around using the interdisciplinary approach whenever possible, especially with Business and Art. Attract new students by offering regular classes in Friday, Saturday format (alternate times). Instructors could share knowledge specialties by teaching weekend or summer classes at sister colleges (or distant ones). Advertise these special offerings so other instructors could upgrade skills. Comparison of computer software available was also discussed.

Program Plan Revision Recommendations:
Include computer literacy as a requirement (especially spreadsheet). Update alterations class by expanding to include custom fitting and entrepreneur components to content and title.

Facilitators:
Reva Johnson, Lucille Milani

Recorder:
Lucille Milani

H-5.2

Subject Area Session Summary

Subject Area: Fashion
Session Number 5, Friday

Three Issues were discussed:

1. Equivalencies for part time instructor hires:
   a. Teaching experience or special training – perhaps as course offered by the community college for industry teachers; evaluation.
   b. Currency of experience; documentation of experience.
   c. Level of experience – above entry level jobs.
   d. Computer literacy.

2. Related major areas for P-T instructors
   a. Depends on course but suggestions ranged: art, design, graphics, home economics, marketing, business.

3. Related Interdisciplinary courses
   a. Team taught courses and cross referenced:
   Speech/communications, entrepreneurship, buying, merchandising, display, costume/theater/make-up, color & design/illustration.

Program Plan Revision Recommendations:

1. Add details from new state rules on minimum qualifications.
2. Prepare a statement on equivalencies for instructor minimum qualifications.
3. Provide a list of interdisciplinary course recommendations.

Facilitators:
Colleen Carr, Karen Conrad

Recorder:
Colleen Carr

H-5.3

Subject Area Session Summary

Subject Area: Fashion
Session Number 6, Friday

1. Introductions of all participants

2. Vincent announced that as this was the last break-out session of the conference and the last opportunity for all the fashion programs to be together, it was appropriate that each member have a few minutes to discuss or announce whatever they wished. This would be a good opportunity to receive responses on a particular question/issue, to voice an opinion on a subject of interest to the fashion departments, or to make suggestions. This opportunity to speak was to ensure the participation of all members.

3. Each member of the group would have 3 minutes to speak on any subject issue that needed feedback was written on the blackboard for discussion everyone had had an opportunity to speak.

4. Some issues brought up:

   A. Visual merchandising: several representatives got together at the end the meeting to share course outlines on visual merchandising.
   B. Names of relevant fashion video tapes were discussed.
   C. Suggestion to distribute a newsletter among the Northern California fashion programs.
   D. Information to be covered in design courses.
   E. Creative ways of teaching; to motivate students.
   F. Information on CAD packages.
   G. The upcoming ITAA conference in San Francisco.

5. Session ended at 12:05 p.m. with everyone excited about the impromptu sharing and general information discussed.

Facilitator:
Vincent Wong

Recorder:
Vincent Wong

Subject Area Session Summary

Subject Area: Interiors
Session Number 5, Thursday

Certification
- California Interior Designer
- Lighting Specifier
- Fider

Articulation
Minority-Gender Equity
Instructional Topics:
- Environmental Quality
- CAD
- Lighting

P.T. Instructors

Program Plan Revision Recommendations:
Program Plan needs to address all of the above.

Facilitator:
Diane Bower

Recorder:
Marion Rader

Subject Area Session Summary

Subject Area: Interiors
Session Number 5, Friday

Offering of interdisciplinary courses was endorsed as a means of expanding programs at smaller schools. Departments to consider to develop courses with would-be Art, Business, Drafting, ECE and Computer programs.

Areas that are developing and currently not addressed in the program plan area: Computer Design, New Certification Guidelines and Lighting.

Hiring policies and interpretation of equivalencies was discussed. For the majority a broad view with some experience was being followed.

Program Plan Revision Recommendations:

It was suggested that the Program Plan recommend and develop guidelines for interdisciplinary courses.

Specifically address and add courses in Computer Design and Lighting. Recommendations for software and hardware were suggested.

Carefully address new certification guidelines and requirements strongly suggested.

Endorse that colleges adopt a broad approach to hiring of faculty based on the fact that qualified staff possess broad backgrounds.

Facilitators:
Karen Titus, Marjorie Chitwood

Recorder:
Karen Titus

H-5.5

Subject Area Session Summary

Subject Area: Interiors
Session Number 6, Friday

Topics:

A. Impact of California Certification of interior designers on our curriculum. Consensus that some immediate need for short term courses in codes and barrier free design.

B. Importance of FIDER and accreditation: Consensus that FIDER accreditation may not always be feasible. However, FIDER guidelines are great for curriculum planning.

C. Student Design Club – how to affiliate and organize. Emphasis placed on club rather than affiliation with professional organization. Encourage student to affiliate with professional organizations as student member "at large."

Program Plan Revision Recommendations:
N/A

Facilitator:
Diane Bower

Recorder:
Karlene Morris

H-5.6

Subject Area Session Summary

Subject Area: Life Management
Session Number 1, Thursday

Strategies and Implications for Life Management.
Needs of Re-entry Students: for time, energy management, working management as well as work skills.
Balancing home, work and life.
Shared resources – networking essential for unity of purpose.
There are no failures – mistakes are opportunities.
If viewed as such, Life Management provides strategies for resource use, networking, management.
Life Management provides an application for skills and knowledge learned in all academic and vocational areas. Therefore, relevance to life and work.
Workplace requires thinking, problem solving, decision making, conflict resolving skills (home and career skills).

Program Plan Revision Recommendations:
Statewide Resource books for all community college teachers of Life Management, plus an inservice meeting (for each area).
Get on General Education Committee – Academic Senate.
Innovative time and format frames for teaching Life Management to access class for wider audience.
Center collect group materials to react to, pull best together to share committee tasks.

Facilitators:
Ruby Trow, Emilie Duggan-Zouhar

Recorder:
Sandy Lampert

Subject Area Session Summary

Subject Area: Life Management
Session Numbers 5 & 6, Friday

How to support the recruitment for future teachers in CHE. Involving graduate students in developing materials.
Textbooks – high cost for students versus workbook type materials which are easier for availability and production.
Need for Life Management to be interdisciplinary – to establish contact and relate to other departments on campus where there is overlap in our class curriculum.
Many ideas were suggested for a group to approach Life Management planning and how to fund this group and methods for planning.
The need to establish priorities and parameters for Life Management was not done and is still needed for another session.
Life Management/Aging attendees to be sent a list of names and addresses by Emilie Duggan-Zouhar.
A lot of frustration on minimum qualifications for this area of teaching.

Program Plan Revision Recommendations:
Request for RFP or RFA Special Project – priority for funding from 1991-92 funds.
Build in certificates in our programs – AA career ladder, especially where these will help in private sector relations and qualifying students for future work.
Special Project – computerize, stylize and design resource manual for statewide use, that will include course outlines.

Facilitators:
Eloise Cantrell, Hazel Hill, Sandy Lampert, Emilie Duggan-Zouhar

Recorder:
Lucy Price

H-5.8

Subject Area Session Summary

Subject Area: Aging
Session Number 6, Friday

Community college instructors shared their programs/courses in aging.
L.A. Mission is working with the Dept. of Social Sciences to have community colleges the responsible agency to give continuing ed. credit to employers of board and care facilities (mandated last Jan.)
Many aging programs are interdisciplinary.
Enrollments are improving. We all need to be doing something with/for the aging population: courses, certificates, seminars, training caregivers.

Program Plan Revision Recommendations:
Institute certificates and/or degree programs.
Community agencies and the aging population are very interested.
We know that aging fits with life span but during task force/program plan revisions we are overwhelmed by child development. Could the possibility of covering this topic along with life management be addressed. The group at this session was often responsible for both areas.

Facilitators:
Emilie Duggan-Zouhar, Sandy Lampert

Recorder:
Emilie Duggan-Zouhar

Subject Area Session Summary

Subject Area: Lifespan
Session Number 5, Friday

Interdisciplinary courses most often available with following departments:

- Art
- Music
- Literature (English)
- Science
- Physical Education
- Sociology
- Psychology
- Education

Concern for qualifications of those who teach these courses. What requirements should be established to provide balance or perspectives from ECE and specific subject area?

Program Plan Revision Recommendations:

1. Let's let some time pass to see about equivalencies on our respective campuses.
2. Turn discussion over to CCC/FCE and Chancellor's Advisory Board.
3. Form a task force to consider the issues raised and form recommendations for Program Plan to be circulated among CD faculty at all colleges.

Facilitators:
Roselene Kelley, Rick Ida

Recorder:
Jamie Castles

H-5.10

Subject Area Session Summary

Subject Area: Round Table Discussion/Nutrition & Foods
Session Number 6, Friday

1. Many present willing to share "humor" ideas via "round robin" letter.
2. "Futurist" writings (e.g. Faith Popcorn) may provide ideas for meeting consumer needs/wants over next decade – probable video conference on this subject Fall '92 by CSU Long Beach.
3. Continued discussion needed on requiring sanitation courses for food handlers.
4. Discussion of use of "cultural foods" and courses to fulfill campus cultural diversity/pluralism requirements may help implement these.
5. Many useful alternatives to standard lecture techniques exist for nutrition classes.

Program Plan Revision Recommendations:

1. C. Thomas to work with C. Dendinger, E. Cantrell, N. Puma-Velasco et al in approaching legislators (J. Spier or R. Morgan), with input from CRA and ACF, on legislation requiring certification of all food handlers statewide in sanitary techniques.
   - 1-3 credit-equivalent hours courses
   - Employers to be paid
   - Minimum qualification of instructors
   - Key concepts to be included

   Support to be requested from CAHEA, CDA, etc.
2. Include cultural foods courses as choices for campuses needing to fulfill a multi-cultural/cultural pluralism GE/other requirement.

Facilitator:
Barbara Gershman

Recorder:
Carol Reynolds

H-5.11

Subject Area Session Summary

Subject Area: Nutrition & Foods
Session Number 5, Friday

A. Discussion
  1. There should be more continuity among courses within the program plan.
  2. For smaller schools it is difficult to have complete course work outlined in the P.P.
  3. Will R.D. be able to teach nutrition classes under AB 1725? What about minimum qualifications?
  4. Should nutrition be taken out of Health-Science area?
  5. Should those teachers with R.D., minimum qualifications, or no methods classes be allowed to teach?
  6. Is a CIA (i.e. other private school, cooking, culinary, etc.) graduate qualified to teach nutrition sanitation and other science based classes?

B. Outcomes (for discussion above)
  1. Increase communication to increase continuity.
  2. Combine courses to increase class size for smaller schools.
  3. If R.D. meets minimum qualifications, should be qualified to teach.
  4. Nutrition should be cross-referenced to consumer homemaking education.
  5. R.D., minimum qualifications, etc. should be allowed, but with a suggestion for methods or other teaching techniques emphasized.
  6. Private culinary school graduates should be allowed to teach only those classes they are qualified to teach. Those classes with science emphasis should be taught by educators with science and/or home economics backgrounds. Multi-level talented persons with both theory and practicum should be considered to teach course specific classes.

Program Plan Revision Recommendations:

1. Petition the state academic senate to include the title of Registered Dietitian (R.D.) as one meeting the minimum qualifications to teach nutrition.
2. Petition the state academic senate to cross reference nutrition in consumer homemaking education as well as health sciences.
3. Include an update of international or cultural foods to meet the ethnic diversity of California.
4. Investigate shorter unit classes to meet industry needs for sanitation and counter balance UC and other extension short courses competing for our students.

Facilitators:
Cristina Wold, Carol Thomas

Recorder:
Clare Dendinger

APPENDIX I

INFONET WORKSHOP

Workshop Abstract and Report

Title of Workshop: InfoNet Training

Location(s): Hyatt Regency - Irvine (3/31/93) and Radisson Inn - San Francisco Airport (4/19/93)

Date 3/31/93 & 4/19/93 Time ______ Number of Participants 15

Objective(s): To log on and train participants in the techniques of using Info-Net. Encourage the regular usage of InfoNet for messages and information. Explain the advantages of using InfoNet over the telephone.

Target Population: C/HE State Advisory Committee, HEPDC, Special project and Tech Prep project directors

Brief Summary of Content and Audience Discussion
(Please be specific enough in the session abstract to give a non participant a sense of content and anticipated outcomes.)

Each participant was registered on InfoNet. As a group, the participants were instructed on the techniques necessary to access information, retrieve and put computer files on and from InfoNet.

The training process provided information on: communications software, file transfer protocols, message transfers/routing; interaction with the InfoNet software.

1. Introduction to InfoNet
    - A. Explained what InfoNet is and how simple it is to use
    - B. Discussed features of InfoNet
    - C. What is needed of InfoNet communications
2. Registration
    - A. What to do the first time you are on-line
    - B. Done at workshop
    - C. Terminal Configurations
    - D. Signing On
      Password
3. Messages
    - A. How many message for person
    - B. Leaving a message
        1. Private
        2. Public
    - C. Reading messages
    - D. Cubbyhole
    - E. Print Screen
4. Encouraging the use of InfoNet
    - A. No telephone tag

over, please

Workshop Abstract and Report

Provision for Serving Special Populations:

(In some instances, workshop content was designed to provide Vocational Education instructors, administrators or support services staff with strategies, techniques, etc. to meet the needs of special target groups or concerns. If this was applicable to this workshop, please describe briefly how these needs were addressed and the specific population.)

☐ Disadvantaged
☐ Handicapped
☐ Limited English Proficiency
☐ Promotion of Gender Equity
☐ Single Parent
☐ Adults needing Training/Retraining

Assessment of Workshop:

In your judgment, how effective was the workshop in meeting the needs of the participants: (Please check most appropriate response.)

Check one:
■ Very Effective ☐ Somewhat Effective ☐ Of Limited Value ☐ Not Effective

Please explain your rating.

Participants seemed excited about how easy it was to learn the system. The experience level of the participants resulted in a less then desire level of expertise acquired. The experience level ranged from no experience with computers at all to limited word processing skills. Due to the short training time, these various levels of experience are not likely to have high success rates with communications software or Infonet .

Recommendations for Future Sessions:

Minimum level of expertise for a participant should include: What is a File? How files are stored. What is an Application and what an Application does. Participant has installed a program and related files on to a computer disk. And has at least 30 hours of practical experience in computer operation. Participants coming into communications software training session without basic skills will feel lost, incompetent and will turn off to the process.

Completed by:
John Johnson
Rick Ida

wp6.2.6-93

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APPENDIX J

Capitalizing Our Capabilities
CA-HEA 3/93
Break-Out Session Evaluation
"Grant Writing – Agony & Ecstasy"

Number of Participants: 35 Number of Responses: 31 (88.5%)

Employment Area:

Business	0		
Education	23	74.2%	
Extension	0		
Government	0		
N/R	4	12.9%	
Other	1	3.2%	(non-profit health agency)

	Good		Average		Disappointing	N/R
Session met your objectives for attending	18 58.1%	2 6.4%	1 3.2%			10 32.2%
Session Objectives were Clearly Stated	24 77.4%	5 16.1%		1 3.2%		1 3.2%
Achieved	22 71.0%	6 19.3%	1 3.2%	2 6.4%		
Content was interesting and stimulating	23 74.2%	3 9.7%	4 12.9%			1 3.2%
The presenters were well prepared	24 77.4%	1 3.2%		1 3.2%		5 16.1%
Information was applicable to your job responsibilities	22 71.0%	5 16.1%	1 3.2%	1 3.2%	1 3.2%	1 3.2%
Resources/references were current & relevant	21 67.7%	4 12.9%		2 6.4%		4 12.9%

Workshop Length was:

Too Long, Tiring:	1	3.2%
Too Short, Rushed	13	41.9%
Just Right	13	41.9%
N/R	4	12.9%

FACILITATOR EVALUATION

Participant Reactions to the Session: No Response

Effectiveness of the Session: No Response

Recommendations for future Break-out Sessions:

Coordinators and hostess should not have to change rooms if one speaker runs long then is hard to get to next session and prepare/guest speaker, etc. Check to see if room numbers are visible – make signs that fit on indoor of room to be seen when door is open. Tabletop easel not necessary, can't be seen.

OPEN-ENDED COMMENTS

- Very relevant.
- Well done. Sufficient preparation by presenters.
- Not enough information for high school teachers who wish to write a grant for the first time – too much community college emphasis.
- Needed some outside sources of funding besides federal/state money. Foundations or industry?
- Samples of awarded grants would be helpful.
- Needed more of the overheads as handouts to be able to follow. I need more of a "baby" class. I've never written one and need slower and/or more detailed info. Geared to JC's. I'm HS level and would like more info. at my level.
- Too Short: We can use more work on this – an hour in workshop. Just right: for overview.
- Very good!
- Well done and timed!

...over, please

Page Two

- Very relevant in times of fiscal restraint.
- Needs a longer time period, more hands on, broader scope of grants available.
- Made this much less of a frightening thing for those of us who have not yet done this, but have felt a need.
- Could easily have been 2 sessions. Great job! Thanks for working so diligently to start and conclude the sessions on time!
- We need this info. so much! Thanks for providing it.
- Appeared to be too specific to community colleges rather than general guidelines for someone looking for how to write, what to look for, etc. Did get some helpful info.

APPENDIX K

June 11, 1992

Dear Executive Director:

The California Community Colleges Center for Consumer Education and Home Economics is preparing a comprehensive directory of professional and trade organizations which have direct bearing on the work of home economists in higher education in our state. The directory as it is now perceived will contain names and contact information about each group as well as a 1/3 to 1/2 page description of the group's purpose, benefits, membership and services. Community college home economics and related instructors will profit from a quick reference guide to rich resources; organizations can benefit from increased membership and visibility within the profession.

The Program Plan for Community College Home Economics clusters programs in five areas: Fashion, Interiors, Life Management (includes Consumer Education), Life Span (includes Child Development, Family Studies, Gerontology) and Nutrition and Food. The directory of related organizations will be a new section of the revised Program Plan which will be mailed to the 107 California community colleges later this summer. Your organization has been recommended for possible inclusion in the directory.

Please take a few moments to provide information requested at the bottom of this letter and additional data as needed. Also, please include a brief description of your organization as it relates to California community college home economics. It would help to have your reply by July 1, 1992. For your convenience, a mailing label is enclosed.

Thank you in advance for taking the time to participate in this project.

Sincerely,

Sharon S Smith

Sharon S. Smith, Ed.D., C.H.E.
Directory Coordinator
cc: M. Chitwood, S. McGillicuddy, P. Olivier, P. Stanley

Name of Organization: ______________________________

Address: ______________________________

______________ Zip: __________ Telephone: (______) ______________

Contact: (Executive Director/Secretary, etc.)

Name: ____________________ Title: ____________________

Brief Description of Organization: (purpose, membership, benefits, services, etc.)

APPENDIX L

1990-91
VOCATIONAL EDUCATION SPECIAL PROJECT

Project Identification Number: 91-0095

Project Title: Center for Home Economics and Consumer Education

Project Category/Activity: Local Assistance

Organization: Mt. San Antonio College

Project Purpose: The Center for Home Economics and Consumer Education is an extension of the COCCC. Responsibility for processing reports and claims from 42 CHE mini-grants (90 and 91 funding) is delegated to the Center Director. A statewide summary of outcomes will be produced and distributed to 107 colleges/71 districts. Additional activities include to review/revise the CCC Home Economics Program Plan to include interdisciplinary courses; develop a directory of professional/trade associations related to CHE; and to produce a handbook providing strategies and techniques for developing partnerships between home economics education and business and industry.

Project Outcomes/Results:

Due to this fiscal year's funding cycle, the Center has just become operational. It is located on the Mt. San Antonio College campus and offers an 800 telephone line to the 42 Colleges funded with CHE mini grants. Communication has been made with the 42 Colleges and their quarterly reports are being collected. The Center has provided assistance to the Chancellor's Office in the mini grant process and will work with the Community Colleges in obtaining successful results from the mini grants ensuring reporting formats meet the standards of the COCCC.

Documents/Products Produced:

End of the Year Report summarizing the outcomes of the 42 CHE mini grants.
Updated revision of the CCC Home Economics Program Plan
Directory of Professional/trade associations related to CHE
Handbook for Developing Partnerships between Home Economics and Business/Industry

Project Contact Person:

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